



# Student Handbook 2010–2011

department of  
OCCUPATIONAL THERAPY



SCHOOL OF  
Medical Rehabilitation

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## DEPARTMENT OF OCCUPATIONAL THERAPY

### LEARNING TAXONOMY

The Master of Occupational Therapy program has designed its curriculum around a learning taxonomy that progresses the learner through several stages beginning with attainment and remembering of basic knowledge through to the ability to analyze, synthesis, evaluate content as well as to create new knowledge. A summary of Bloom's Revised Taxonomy is provided below as one example of a learning taxonomy.

#### **Bloom's Taxonomy**

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behaviour important in learning. This became a taxonomy including three overlapping domains: the cognitive, psychomotor, and affective. Each of the domains can be utilized through the interaction of media. During the 1990's Lorin Anderson further developed the Cognitive domain of Bloom's Taxonomy to reflect a version more closely aligned to modern educational frameworks. The Occupational Therapy Program has adopted this newer version as a guideline for developing student learning expectations and for development of course objectives.

**The cognitive learning domain** is hierarchical in nature with building from more concrete and basic levels of learning to more abstract and complex. It is represented by knowledge recall at its basic level and then advances through a number of higher intellectual levels including: understanding information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem-solving, evaluating ideas or actions and creating new knowledge. Bloom identified six levels within the cognitive domain, from simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which he classified as evaluation. Recent revisions to Bloom's work now recognizes knowledge as having four sub-components (factual, conceptual, procedural and metacognitive) and suggests the following progressive levels within the cognitive domain: (a cueing question and verb examples that represent intellectual activity at each level are listed here)

1. **Remembering:** *'can a student recall or remember the information?'* Example verbs: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.
2. **Understanding:** *'can the student explain ideas or concepts?'* Example verbs: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.
3. **Applying:** *'can the student use the information in a new way?'* Example verbs: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analyzing:** *'can the student distinguish between the different parts?'* Example verbs: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

5. **Evaluating:** ‘can the student justify a stand or a decision?’ Example verbs: appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate.
6. **Creating:** ‘can the student create new product or point of view?’ Example verbs: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

**Affective learning** is demonstrated by behaviours indicating attitudes of awareness, interest, attention, concern, responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study. This domain relates to emotions, attitudes, appreciations, and values, such as enjoying, conserving, respecting, and supporting. Verbs applicable to the affective domain include accepts, attempts, challenges, defends, disputes, joins, judges, praises, questions, shares, supports, and volunteers.

**Psychomotor learning** is demonstrated by physical skills; coordination, dexterity, manipulation, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools, or actions which evidence gross motor skills such as the use of the body in dance or athletic performance. Verbs applicable to the psychomotor domain include bend, grasp, handle, operate, reach, relax, shorten, stretch, write, differentiate (by touch), express (facially), perform (skillfully). The following two pages provide a summary of the taxonomy.

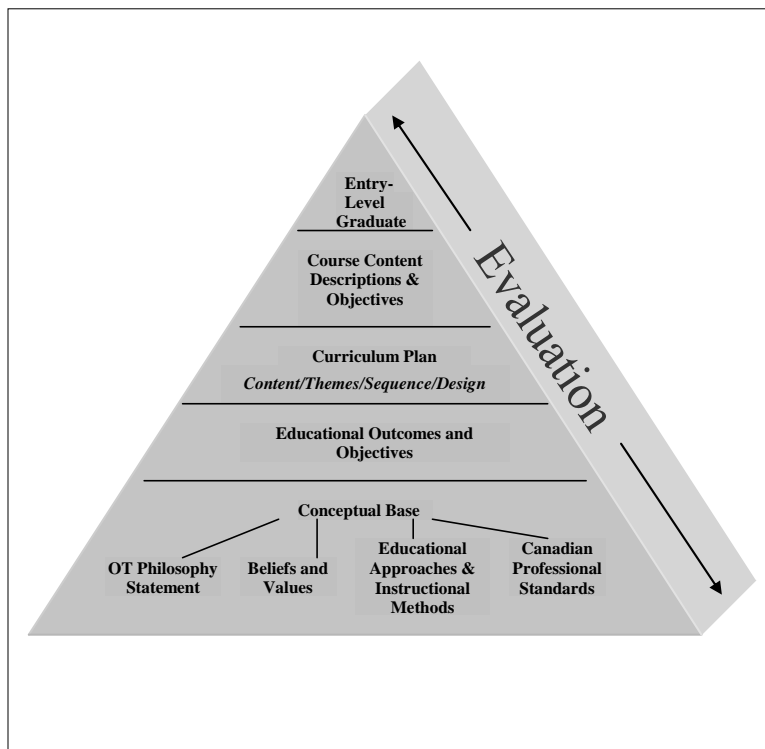
### **References**

- Atherton, J.S. (2005) *Learning and teaching: Bloom’s Taxonomy* [On-line] UK: Available: <http://learningandteaching.info/learning/bloomtax.html> Accessed: 16 June 2008.
- Bloom, B., Mesia, B., & Krathwohl D., (1964). *Taxonomy of Educational Objectives*. New York. David McKay.
- Krathwohl, D. (2002). Revised Bloom’s Taxonomy (Online version). *Theory into practice*, 41(4), 212-218.

## MASTER OF OCCUPATIONAL THERAPY CURRICULUM GUIDE

The Master of Occupational Therapy Curriculum Guide describes the MOT Conceptual Framework and outlines the relationship among all components of this framework including the conceptual base, educational outcomes and objectives, the overall curriculum plan, course content, description and objectives, and the ultimate program goal: the entry-level graduate. Figure 1 depicts the relationships among these components in graphic form. Each layer of the framework provides a building block to the next level, culminating in the entry-level graduate. Ongoing evaluation of each level of the framework facilitates continuous quality improvement of the overall curriculum and of individual courses within.

**Figure 1: Components of the Conceptual Framework**



The Curriculum Guide first describes the profile of the MOT Entry-level Graduate and then outlines and discusses all other framework components (i.e. layers of the triangle) contributing to the development of the entry-level graduate.

Revised April 2005; June 2006; February 2008; April 2008  
August 2004.



## THE MOT GRADUATE

The University of Manitoba, Department of Occupational Therapy seeks to produce a generalist professional, entry-level graduate who has acquired the knowledge, skills and attitudes required for entry into the profession of occupational therapy. Based upon review of:

- the *Department of Occupational Therapy's Philosophy Statement*<sup>1</sup>
- the *Profile of Occupational Therapy Practice in Canada, 2<sup>nd</sup> Edition (2002)*<sup>2</sup>
- the *Essential Competencies of Practice for Occupational Therapists in Canada, 2<sup>nd</sup> Edition (2003)*<sup>3</sup>
- Revised Minimum Standards for the Education of Occupational Therapists 2002, WFOT.<sup>4</sup>

The overall goal to be achieved through the MOT program is:

**A graduate who is a life-long learner who demonstrates reflection, critical thinking, problem-solving, and a client-centred approach grounded in knowledge, skills, and attitudes of the person-environment-occupation interaction.**

More specifically, the profile of a University of Manitoba MOT graduate includes a generalist professional who is:

- grounded in knowledge of person-environment-occupation interactions as they relate to health
- committed to life-long learning, professional development, and evidence-based practice
- able to utilize effectively analytic and interpretive skills to solve problems and advance his/her knowledge
- able to seek out and organize information effectively
- able to practice in a wide variety of settings and roles

In addition to being educated for entry-level professional practice in occupational therapy, students graduating from the MOT program are adequately prepared to enter into advanced graduate study in research based or course- based programs at the master's level.

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<sup>1</sup> Philosophy of the Department of Occupational Therapy (Approved by SMR Council, 1991; Reviewed by faculty for handbooks 1993, 1995, 1998; Approved by OT Curriculum Committee 2002)

<sup>2</sup> Canadian Association of Occupational Therapists (2002). *Profile of occupational therapy practice in Canada* (2<sup>nd</sup> Ed.). Ottawa, ON: Author.

<sup>3</sup> Association of Canadian Occupational Therapy Regulatory Organizations.(2003). *Essential competencies of practice for occupational therapists in Canada, 2<sup>nd</sup> Edition*. Author.

<sup>4</sup> World Federation of Occupational Therapist.(2002). *Revised minimum standards for the education of occupational therapists* 2002. Australia: Council of the World Federation of Occupational Therapists.



## **CONCEPTUAL BASE**

### **Philosophy Statement**

Occupational therapy is concerned with development and/or restoration of an individual's abilities to engage in the tasks of living. The occupational therapist uses action-oriented experiences in selected tasks to restore, reinforce and enhance performance in life tasks; facilitate learning of skills and functions related to life tasks; deter or correct dysfunction; and promote and maintain health. Using evaluative and therapeutic means, the occupational therapist promotes meaningful occupational performance throughout the life cycle and encourages a healthy balance of time spent in self-care, work and leisure. Occupational therapy focuses on the person within his/her own environment in order to facilitate occupational performance in self-care, productivity and leisure activities. The occupational therapist's view of a person within his/her environment is multidimensional, reflecting the interrelationship of biological, behavioural and social aspects of life.

Occupational therapists collaborate with clients, other health professionals and community members in a variety of settings in the delivery of health care services. As a collaborative participant in the promotion and restoration of health, the therapist must be aware of current and future health care needs, issues and systems. Within the collaborative process, the occupational therapist stresses the importance of the client's active participation.

The primary responsibility of the Department of Occupational Therapy is to prepare a person for the occupational therapy roles and functions recognized by practitioners and society. This is accomplished through an educational program that culminates in an entry-level degree. Graduates are thoroughly versed in the theoretical concepts and principles necessary for practice as a generalist occupational therapist. As a generalist, the student upon graduation must be capable of adapting to changing needs, new procedures, and new fields in occupational therapy and more generally in health, education, social service and employment systems. In order to fulfill his/her professional role, the student upon graduation must be prepared to assume responsibility for supervision, quality control and educational aspects of practice; must have developed a commitment for self-appraisal and continued learning; and must have developed the ability to be a consumer of research findings.

The faculty of the Department of Occupational Therapy consists of scholars who have worked in the field and recognize the need to contribute to the profession through teaching, research and service. Each faculty member views learning as an active process, involving the student whenever possible, and recognizes that learning is influenced by an individual's value system, past experience, acquired knowledge, current perception and level of motivation. Each faculty member is committed to developing and facilitating a positive attitude toward continuous learning. Independence through self-direction and self-inquiry is promoted in an educational climate of acceptance and inquiry. The educational climate allows freedom to express, think and develop a personal and professional code of ethics.

### **Beliefs and Values**

The Department of Occupational Therapy Philosophy Statement draws upon a basic set of beliefs and values about: health, the person, occupation and occupational performance, the occupational therapist as a professional, and education. In summary, the beliefs and values are as follows:

#### **Health**

- Is a product of the interaction and interdependence of the individual with his/her environment
- Is the extent to which an individual or group is able to realize aspiration and satisfy needs; and on the other hand to change & cope with the environment (WHO, 1984)
- Is manifested in the ability to participate in socio-cultural activities with satisfaction and comfort
- Is more than the absence of illness

#### **Person**

- Each is unique, having potential and capabilities
- Is capable of learning
- Is capable of influencing their health and quality of life
- Behaviour can be influenced by his/her environment & in turn a person can affect the environment
- Needs to be meaningfully engaged in occupations

#### **Occupation and Occupational Performance**

- Influence self-respect and produces a sense of dignity
- Can be used to enable a person to adapt and fulfil needs
- Can develop meaning and control through the act of participation
- Occupation is a determinant of health

### The OT as a Professional

- Views the client as an active participant in the relationship
- Values approaches in which therapists actively seek and structure opportunities for clients to have choices and authority commensurate with skill and experiences
- Values collaborative relationships
- Values a generalist orientation which allows therapists to apply knowledge and skill to a wide variety of roles and situations
- Values ethical and professional behaviour outlined in the COTM and CAOT Code of Ethics documents

### Education/Learning

- Is influenced by an individual's value system, past experience, current perception and level of motivation
- Is an active process that involves partnerships between students, faculty, and practitioners
- Should provide a strong theoretical knowledge base upon which professional skills and judgments are built
- Should facilitate development of life-long learning skills and the ability to evaluate, consume and use new information
- Should be designed to foster students' abilities to access information in a self-directed manner in order to deal with and adopt change
- Should encompass a variety of instructional approaches in order to address a variety of different student learning styles

### **Educational Approach and Instructional Methods**

Educational experiences in the MOT program are designed using a variety of teaching strategies and instructional methods in order to meet the overall MOT educational outcomes as well as the individual course objectives. Each faculty member selects the most appropriate approach(es) and method(s) for his/her individual course(s). Wherever possible, use of the coaching and facilitating approach is encouraged to promote active student participation/behaviours in the learning process and ultimately successful learning experiences for the student.

**Teaching Strategies** used in the MOT program fall under three broad categories: lecturing, questioning, and coaching & facilitating

- **Lecturing** includes the things that teachers do to tell about the things that they know through some form of teacher presentation, usually in didactic lecture. Students learn by listening, reading, taking notes and asking questions.
- **Questioning** includes the things that teachers do to stimulate student thinking by asking them questions. Students learn by problem solving individually or in groups and by articulating or demonstrating responses.
- **Coaching & Facilitating** includes those things that teachers do to guide and encourage students' efforts by demonstrating, modeling, making suggestions, supporting and providing feedback. Students learn by watching, practicing, revising based on feedback and suggestions and developing skill and competence.

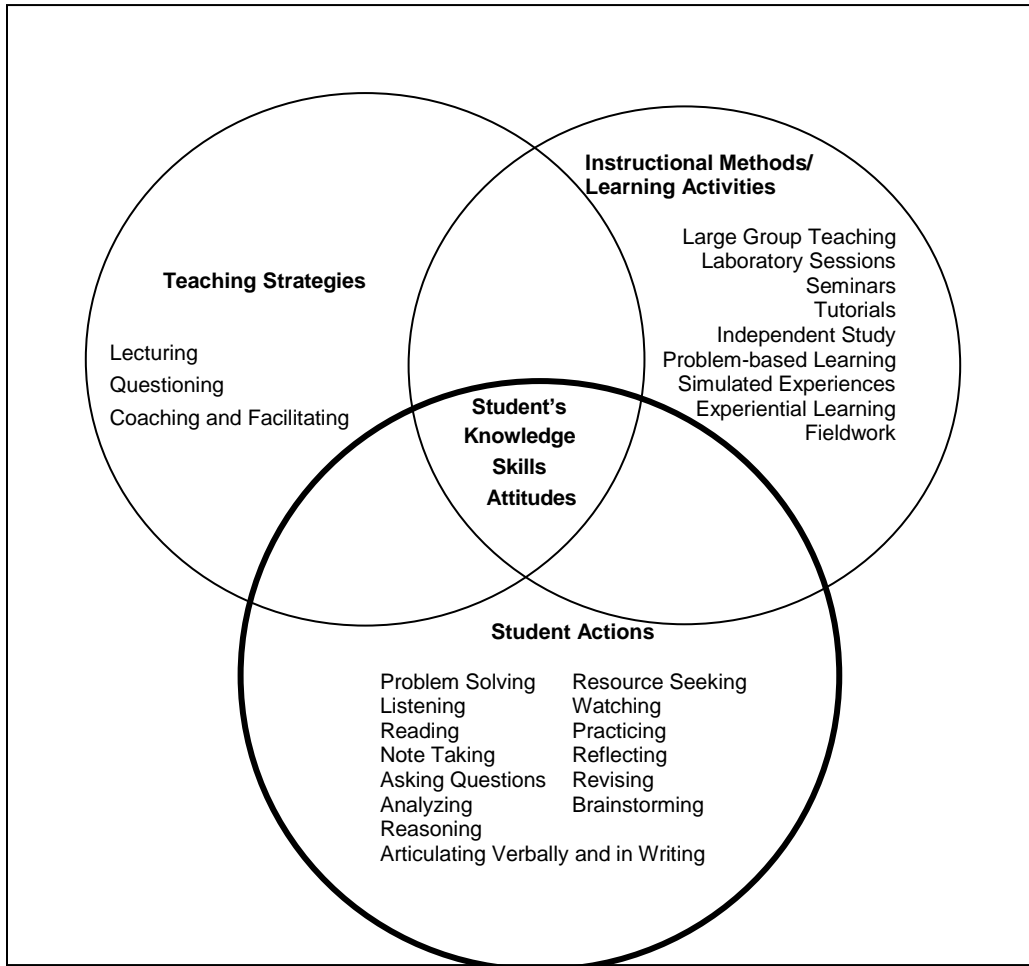
**Instructional Methods/Learning Activities** used in the MOT program are eclectic by design, recognizing that students have different learning styles. Specific methods or activities are selected in both the academic and fieldwork experiences to help the students achieve learning objectives related to the development of knowledge, skills and attitudes. These include:

- Large group teaching (*lectures, presentations, videos, demonstrations*)
- Seminars (*small group discussions, brainstorming, problem-solving exercises*)
- Tutorials (*case study, problem-solving activities, role playing, guided study*)
- Laboratory sessions (*hands-on learning, practice skills*)
- Independent study (*reading, resource seeking, self-directed reflection/analysis, resource seeking/information searching*)
- Experiential learning (*involvement in a concrete or personal experience, reflect & relate to concept or principle studying*)
- Problem-based learning model (*use of learning scenarios & small groups as a means to acquire new knowledge & develop process/clinical reasoning skills*)
- Simulated client interaction (*hands-on learning in a simulated environment with a simulated client. Used in the classroom and for evaluation purposes.*)
- Fieldwork (*hands-on learning in an authentic work environment, experiences include all or some of the teaching methods and learning activities noted above*)

**Student Actions or Behaviours** occur in response to the teaching approach and instructional design employed. The MOT program's expectation of each student is that he/she actively participate in his/her learning.

Figure 2 summarizes elements within the educational approach that interact to transform students’ knowledge, skills and attitudes. The circle depicting the actions of students is highlighted in the diagram to acknowledge the paramount importance of students’ active participation in their learning and in their development as professionals.

**Figure 2. Educational Elements Impacting Student Learning**



**Canadian Professional Standards**

The curriculum content and outcomes are guided in part by two important Canadian standards documents. These are: the *Essential competencies of practice for occupational therapists in Canada, 2<sup>nd</sup> edition (2003)*<sup>5</sup>, a document developed by the Association of Canadian Occupational Therapy Regulatory Organizations, and the *Profile of occupational therapy practice in Canada, 2<sup>nd</sup> edition (2002)*<sup>6</sup>, a document developed by the Canadian Association of Occupational Therapists.

<sup>5</sup> Association of Canadian Occupational Therapy Regulatory Organizations (2003). *Essential competencies of practice for occupational therapists in Canada, 2<sup>nd</sup> edition*. Author.

<sup>6</sup> Canadian Association of Occupational Therapists (2002). *Profile of occupational therapy practice in Canada (2<sup>nd</sup> Ed.)* Ottawa, ON: Author.



## **EDUCATIONAL OUTCOMES AND ENABLING OBJECTIVES**<sup>7</sup>

Seven Outcome Statements and their enabling educational objectives provide a sense of purpose, direction, and general benchmarks for selection of the MOT course objectives and content. These Educational Outcome Statements are based in part on the *Essential competencies of practice for occupational therapists in Canada, 2<sup>nd</sup> edition (2003)*<sup>8</sup>, and the *Profile of occupational therapy practice in Canada, 2<sup>nd</sup> edition (2002)*<sup>9</sup>. Other publications considered in the development of these outcome statements were, *Enabling occupation: An occupational therapy perspective (1997)*<sup>10</sup>, and *Individuals in context: A practical guide to client-centred practice (2000)*<sup>11</sup>.

The MOT Program's seven Educational Outcome Statements are outlined below (in bold), with the respective enabling objectives listed immediately following.

### **1. Integrate, appraise and apply occupational therapy philosophy, values, and beliefs, theoretical concepts, models and frames of reference when working with a variety of clients in complex practice environments.**

The graduate of the program will:

- 1.1 Examine the development of values, beliefs, theoretical foundations of occupational therapy.
- 1.2 Relate theoretical concepts to human experience.
- 1.3 Analyze human function, health, and quality of life in terms of interaction between a person, occupation, and environment.
- 1.4 Examine the principles of client-centred practice and incorporate into practice.
- 1.5 Justify assessment and intervention approaches considering theoretical concepts, frames of reference and models of practice.

### **2. Analyze, integrate and assess foundation knowledge not unique to occupational therapy when engaged in the occupational therapy process.**

The graduate of the program will:

- 2.1 Examine and consider personal values and beliefs related to health, illness and disability in relation to engagement in the profession of occupational therapy.
- 2.2 Examine and integrate the underlying physical, affective and cognitive factors that are the basis for function at the performance component level.

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7 Outcome Statements and their corresponding Educational Objectives (Approved by OT Curriculum Committee, 10/97; OT Department Council 1/98, 2001)

8 Association of Canadian Occupational Therapy Regulatory Organizations (2003). *Essential competencies of practice for occupational therapists in Canada, 2nd edition*. Author.

9 Canadian Association of Occupational Therapists (2002). *Profile of occupational therapy practice in Canada (2nd Ed.)*. Ottawa, ON: Author.

10 Canadian Association of Occupational Therapists (1997). *Enabling occupation: An occupational therapy perspective*. Ottawa, ON: Author.

11 Fearing, V.G., Clark, J. (Editors). (2000). *Individuals in context: A practical guide to client-centered practice*. Thorofare, New Jersey: Slack.

- 2.3 Analyze and summarize the impact of life span development on clients.
- 2.4 Consider and integrate the pathological processes underlying physical, cognitive & affective health conditions when formulating approaches to client assessment and intervention.
- 2.5 Assess performance components; critique and consider findings when planning client intervention.
- 2.6 Integrate and utilize knowledge of health care, social and educational systems when planning and implementing Occupational Therapy practice.
- 2.7 Analyze, compare and contrast models and/or classification systems that are used to understand disability or impairment.
- 2.8 Analyze and appraise the physical, social, institutional and cultural environment impacts on Occupational Therapy practice.
- 2.9 Integrate a variety of communication and group skills that underlie Occupational Therapy practice and appropriately select and apply these in advanced role playing activities and client interactions.
- 2.10 Integrate principles of evidence-based practice into classroom activities and fieldwork experiences.
- 2.11 Critique various teaching and learning strategies and through classroom experience gain an appreciation for different learning styles and presentation formats.

**3. Examine, integrate and synthesize the components of the occupational therapy process and implement the process in a range of practice environments.**

The graduate of the program will:

- 3.1 Examine and explain the Occupational Therapy process, including all components: naming and prioritizing occupational performance issues; selecting theoretical approaches; identifying occupational performance components/environments/conditions/identifying strengths/resources; negotiating outcomes; developing and implementing plans; evaluating outcomes.
- 3.2 Examine and integrate the concepts/process of task/activity/occupational analysis and perform such analysis within the context of physical, cognitive, affective and spiritual demands.
- 3.3 Examine, assimilate and select appropriate assessment tools/methods for investigation of occupation and occupational performance (individuals or groups).
- 3.4 Formulate and recommend intervention strategies and action plans relevant to the person (group), desired occupations and the environment.
- 3.5 Seek, examine, judge and recommend resources relevant to the implementation of the Occupational Therapy process (includes educational material, external agencies, support services, websites, etc.).

- 3.6 Investigate ways that the Occupational Therapy process might be applied in a variety of settings (e.g. hospital, personal care home, home care, school, private practice, agency) and with a variety of clients (individuals, groups, or communities).
- 3.7 Appraise the importance of using the occupational therapy process when working with a variety of clients (individuals, groups and/or communities).
- 3.8 Explore and develop the elements of professional/clinical reasoning and incorporate professional reasoning into everyday approach to practice.
- 3.9 Synthesize and apply the concepts of the occupational therapy process, client-centred practice, and person-environment-occupation interactions when working with a variety of clients (individuals, groups and/or communities) in a range of practice settings.

#### **4. Assume and enact Occupational Therapy professional values and attitudes.**

The graduate of the program will:

- 4.1 Examine, critique and apply the current standards of practice and Code of Ethics produced by the provincial regulatory bodies (e.g., College of Occupational Therapists of Manitoba, College of Occupational Therapists of Ontario) and the Canadian Association of Occupational Therapists.
- 4.2 Compare and differentiate the function of the occupational therapy provincial regulatory body, provincial professional association and the national professional association.
- 4.3 Protect the clients' right to privacy, confidentiality and self-determination both in the classroom and in all practice settings.
- 4.4 Examine the elements of professional behaviour, reflect on personal compliance with these elements and integrate into occupational therapy practice.
  - 4.4.1 Accept responsibility for and demonstrate professional behavior in the classroom and in all practice settings consistent with level of proficiency acquired.
  - 4.4.2 Modify and adapt professional behavior and practice in accordance with feedback given.
- 4.5 Accept and utilize collegial support, supervision and coaching.
- 4.6 Integrate the concepts and behaviours of life-long learning through the formulation and application of professional learning plans related to academic and fieldwork experiences.

**5. Synthesize the knowledge, skills and attitudes required for development and provision of quality occupational therapy service within a complex, changing health care and social environment.**

The graduate of the program will:

- 5.1 Analyze the socioeconomic, cultural and political determinants of health and evaluate their impact on individual and population health.
- 5.2 Examine the Canadian and Manitoba health, social service and education delivery systems and assess their impact on service provision.
- 5.3 Examine the international, national, and provincial policies that have an impact on delivery of Occupational Therapy service and professional practice.
- 5.4 Examine, compare and contrast a variety of models for service provision.
- 5.5 Examine and implement principles of program planning, development, evaluation, marketing and approaches used for allocation of human, physical and financial resources.
- 5.6 Examine, consider and apply communication and supervisory skills/strategies, such as documentation, giving and receiving feedback, approaches used in negotiation and conflict management, team-building, decision-making, problem solving and leadership skills, when engaged as a member of a team, program, organization or agency.
- 5.7 Explore and integrate coping strategies used when responding to and managing change.

**6. Appraise and critically review current literature/best-practice guidelines and integrate into an evidence-based approach to occupational therapy practice.**

The graduate of the program will:

- 6.1 Explore, integrate and apply a variety of approaches to seeking out relevant literature/best practice guidelines.
- 6.2 Use research terminology accurately.
- 6.3 Compare and contrast the uses and usefulness of a selection of quantitative and qualitative research designs.
- 6.4 Critique research papers.
- 6.5 Extract relevant information from the literature, relate to personal practice and modify practice accordingly.
- 6.6 Synthesize concepts related to standardization of procedures and measurement tools used in practice/research and relate the importance of these concepts to practice.
- 6.7 Critically evaluate procedures and measurement tools used in practice/research.
- 6.8 Discuss the importance of outcome data and evidence-based practice.
- 6.9 Formulate researchable questions.

- 6.10 Participate in planning and implementing research activities that critically investigate an occupational therapy theory, practice, or educational issue.
- 6.11 Assume leadership for project management activities related to research and evidence-based practice.

**7. Effectively communicate the broad purpose and scope of Occupational Therapy practice consistent with the needs of the audience.**

The graduate of the program will:

- 7.1 Examine occupation and occupational performance and hypothesize the relationship of these constructs to health, personal empowerment, and quality of life.
- 7.2 Formulate and deliver occupational therapy-related information to a variety of audiences (individuals or groups) analyzing and hypothesizing the audience's capacity regarding communication levels and knowledge uptake (e.g. level of knowledge, potential use and/or the application of the information) and culture (e.g. socio-economic, political, language).
- 7.3 Adapt content and communication style of the information to match the audience needs/capacity.



## **CURRICULUM PLAN: CONTENT, CONTENT THEMES, SEQUENCE AND DESIGN**

The MOT curriculum is designed around the concept of a professional masters program which prepares individuals for entry-level occupational therapy practice. As a graduate program it prepares the therapist for evidence-based clinical practice and to participate in research activities.

According to Higgs and Edwards (1999)<sup>12</sup>, the beginning or entry-level practitioner should:

- Demonstrate competence in discipline specific skills & use of knowledge,
- Be committed to lifelong learning & continuing professional development, and
- Be able to problem solve, adapt, interact & communicate effectively within an increasing complex world

Considering Higgs and Edwards' work, academic and fieldwork experiences in the MOT program, in addition to providing the primary knowledge and skill required to be a competent therapist, are designed to foster self-directed learning<sup>13</sup>, use of the reasoning<sup>14</sup>, problem-solving process<sup>15</sup> and the ability to be an efficient information seeker, analyzer and user. All support the capacity to be a life-long learner and a reflective practitioner<sup>16</sup> after graduation.

With regard to the overall curriculum plan, Higgs & Edwards description of an entry-level practitioner are incorporated into the profile of the MOT entry-level graduate, the program educational outcome statements and guide several of the components of the curriculum plan: including selection of course content, identification of content themes, incorporation of student professional development and sequencing principles. The overall curriculum plan is reflected in the MOT curriculum design.

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12 Higgs, J. & Edwards, H.(1999). Educating beginning practitioners in the health professions. In J. Higgs, & H. Edwards (Eds.), *Educating beginning practitioners: Challenges for health professional education* (pp.3-9). Boston MA: Butterworth-Heinemann.

13 Self-directed Learning: A process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human & material resources for learning, choosing & implementing appropriate learning strategies and evaluating outcomes. Knowles (1975), page 18, or *Knowing what you know, knowing what you need to know & finding out how you will find the information you need.*

14 Clinical/Professional reasoning process: *Thinking that guides practice*, Rogers, 1983.

15 Problem solving: Process which involves identifying issue or required information, developing strategies, interpreting, analyzing and action.

16 Reflective Practice: A professional development strategy designed to enable professionals to change behavior, thereby improving the quality of their performance. Cited in Kinsella (2000) page 13.

## **Content and Content Themes**

Specific course content and objectives are guided by the *Profile of occupational therapy practice in Canada, 2<sup>nd</sup> Edition*<sup>17</sup>, *The essential competencies of practice for occupational therapists in Canada, 2<sup>nd</sup> Edition*<sup>18</sup>, as well as by current and future trends in occupational therapy practice. Selection of course content takes into consideration prerequisite coursework completed by students prior to entry. Pre-requisites include a general arts or science degree and introductory courses in psychology, sociology, human anatomy & physiology, human development across the lifespan and statistics.

**Content Themes** The MOT curriculum is designed around four content themes. Continuation of the themes throughout the curriculum ensures the opportunity to revisit and build on content as the student progresses through the program. The content themes are summarized below with examples of courses included under each theme. Although courses listed under each area may have material that reflects all four themes for the purposes of this document they are categorized based upon their primary focus. As the central focus of the curriculum is occupation or the enablement of occupational performance, each course has one or more objectives which links the material to occupation or the person-environment-occupation interaction.

## **Theoretical Foundations and Evidence-Based Practice**

**Theme Area of Focus:** Facilitates student understanding of the concept of evidence-based practice and its link to foundational knowledge. It includes course content that reflects theoretical & philosophical concepts, principles or approaches that underlie practice.

### **Courses:**

- Human Determinants of Occupational Performance (OT 6100)
- Theoretical & Philosophical Foundations of Occupational Therapy (OT 6110)
- Health and Disability (OT 6120)
- The Environment and Occupational Performance (OT 6310)
- Health Conditions and Occupational Performance (OT 6320)
- Research Methods For Evidence-Based Practice (OT 6350)

In Year 2, the students are expected to work on a major project in the Independent Study (OT 7750) course which allows the individual student to develop & apply principles of evidence-based practice or research to a topic of interest relevant to occupational therapy under supervision of a faculty advisor.

<sup>17</sup> Canadian Association of Occupational Therapy (2002). Profile of occupational therapy practice in Canada, 2nd Edition, Ottawa, ON: Author.

<sup>18</sup> Association of Canadian Occupational Therapy Regulatory Organizations. (2003). Essential competencies of practice for occupational therapists in Canada, 2nd edition. Author.

## **Occupation, Occupational Performance & the OT Process**

Theme Area of Focus: Content that reflects the person-environment-occupation interaction, barriers to or supports for occupational performance and the techniques, tools or technologies that enable occupational performance. The application of the OT process to practice.

Courses:

- Enabling and Professional Development Skills (OT 6140)
- Occupational Therapy Practice Skills 1 & 2 (OT 6130; OT 6330)
- Advanced Practice in OT 1 & 2 (OT 7570; OT 7770)
- Occupational Analysis and Adaptation (OT 6300)
- Occupational Therapy Process Across the Lifespan 1 & 2 (OT 7560; OT 7760)
- Fieldwork : Basic, Intermediate 1 & 2, Advanced (OT 6200; OT 6400; OT 7600; OT 7800)
- Advanced Enabling and Professional Development Skills 1 (OT 7540)

## **Development through the Life-span**

Theme Area of Focus: Each course incorporates material dealing with infant/child, adolescent, adult and the older adult. Course content that reflects an understanding of life span related issues and their effects on occupational performance or OT approaches.

Courses:

- Occupational Therapy Process Across the Lifespan 1 & 2 (OT 7560; OT 7760)

## **Professional Growth & Development**

Theme Area of Focus: Content related to professional responsibilities, behaviours, ethics, legislation, management of the practice environment and reflective practice.

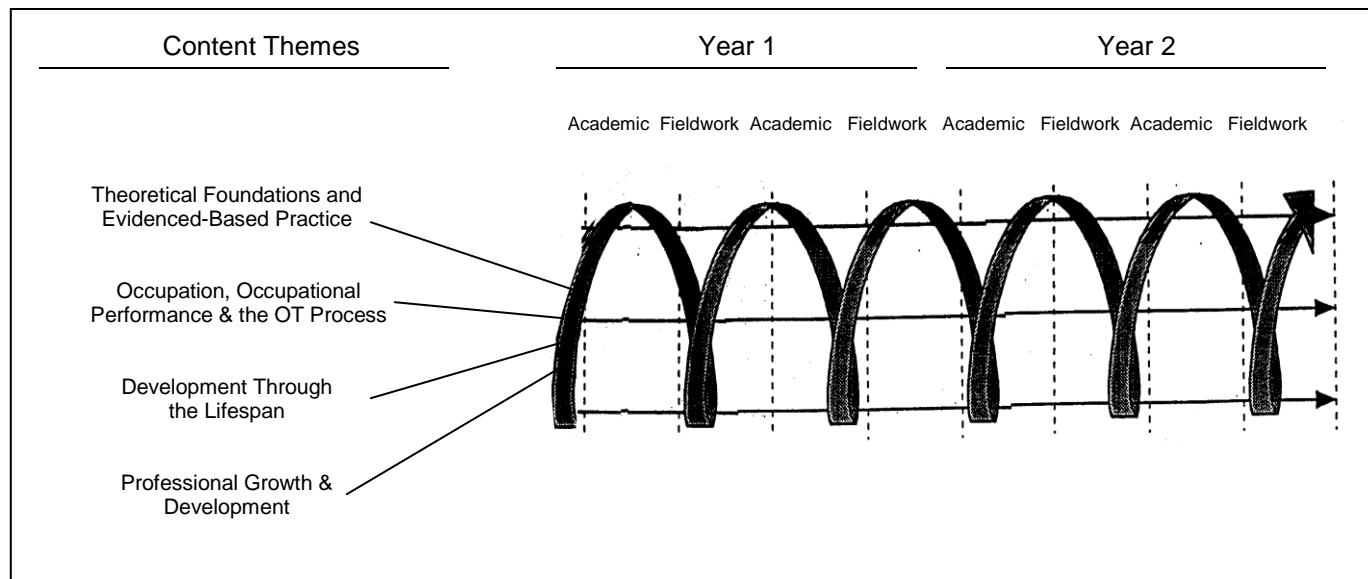
Courses:

- Enabling & Professional Development Skills (OT 6140)
- Advanced Enabling and Professional Development Skills 1 & 2 (OT 7540; OT 7740)
- Fieldwork: Basic, Intermediate 1 & 2, Advanced (OT 6200; OT 6400; OT 7600; OT 7800)

Program Requirement: Development of a Portfolio

Figure 3 depicts the developmental, reflective and iterative nature of the curriculum through revisiting and integrating content themes in greater depth and breadth between courses throughout the 22 months.

**Figure 3: Integration of Content Themes in MOT Curriculum**



### **Content And Sequencing In The MOT Program**

The MOT curriculum content and sequencing are guided, in part, by Stritter, Baker and Shahady’s<sup>19</sup> work, which acknowledges that student professional development occurs in stages along a continuum, from exposure<sup>20</sup> to and acquisition<sup>21</sup> of knowledge, skills and attitudes, to integration<sup>22</sup> of these same elements. Figure 4 depicts the development of the student as a professional and reflects this progression of learning experiences that will allow a student to become an entry-level practitioner who is a problem-solver and able to assume responsibility as a life-long learner.

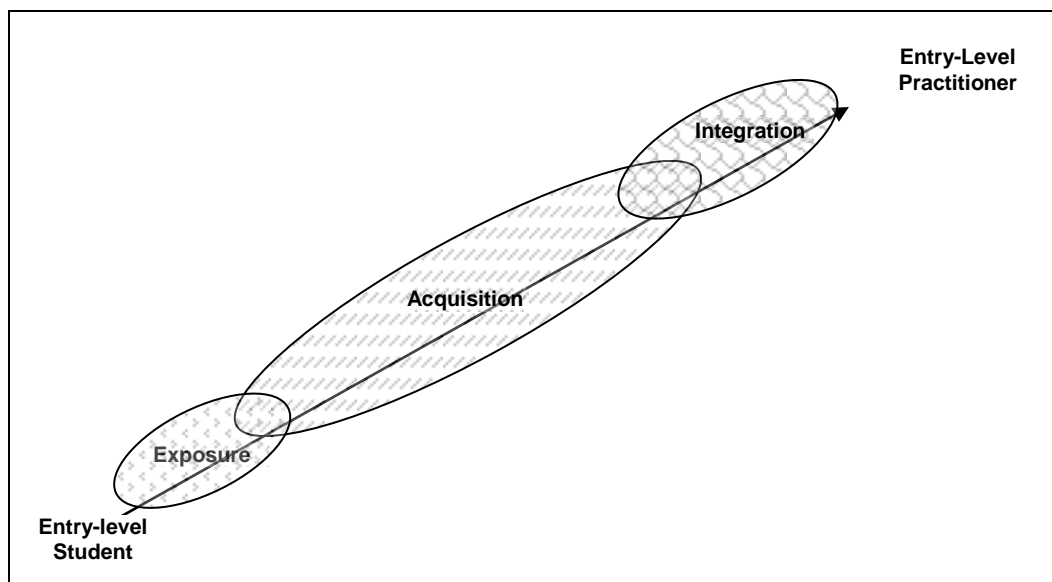
19 Stritter, F.T., Baker, R.M. & Shahady, E.J.(1986). Clinical Instruction. In W.C. McGaghie & J.J. Frey (Eds). Handbook for the academic physician (pp 99-124). New York: Spunger Verlag

20 Exposure: In the exposure stage, exposure to basic facts and concepts occurs in a highly structured environment where the educator acts as a role model, setting learning objectives and providing feed back.

21 Acquisition: In the acquisition stage, the learner applies skills and focuses on decision-making and reasoning.

22 Integration: During the integration phase, students develop professional identity using their educators as consultants.

Figure 4. Student Professional Development



In addition to Stritter, Baker and Shahady's work<sup>23</sup>, the MOT curriculum and course content and sequencing of courses are guided by several basic tenets as follows:

- Material should be presented on a continuum from Basic to Advanced/Complex concepts
- Material should be presented on a continuum from Normal to Abnormal Development/Conditions
- Educational instructions should shift from a more structured situation toward more self-directed learning
- Learning experiences should reflect the development of a student as a professional and incrementally advance the knowledge, skills and attitudes of the learner
- The fieldwork and academic components of the curriculum must be integrated to facilitate integration of learning experiences and transition to entry-level practice

### Curriculum Design

Achievement of the educational outcomes and their enabling objectives is facilitated through the curriculum design. It incorporates the principles of sequencing, linkages between the courses and the progression of experiences that lead to professional competence.

23 Stritter, F.T., Baker, R.M. & Shahady, E.J.(1986). Clinical Instruction. In W.C. McGaghie & J. J. Frey (Eds). Handbook for the academic physician (pp 99-124). New York: Spinger Verlag

The curriculum design is an integrated schedule of 4 academic and 4 fieldwork experiences that take place over a 22-month period. The course titles and descriptions are named to reflect a comprehensive view of health; the interaction of person-environment-occupation factors that impact occupational performance; the occupational therapy process; and the development of the student as a professional. Figure 5 is a visual representation of the MOT Curriculum Design highlighting the placement of academic and fieldwork blocks, the number of weeks in each block and the course titles in Year 1 and 2 of the program. The course descriptions follow under the section titled Course Calendar Descriptions.

**FIGURE 5. MOT Curriculum Design**

<b>YEAR 1:</b> 12 WEEKS ACADEMIC AND PROFESSIONAL REPARATION	4 WEEK BLOCK FIELD- WORK	16 WEEKS ACADEMIC AND PROFESSIONAL PREPARATION	8 WEEK BLOCK FIELDWORK
<b>YEAR 2:</b> 16 WEEKS ACADEMIC AND PROFESSIONAL PREPARATION	8 WEEK BLOCK FIELDWORK	16 WEEKS ACADEMIC AND PROFESSIONAL PREPARATION	6 WEEK BLOCK FIELDWORK
<b>Year 1</b>		<b>Year 2</b>	
Human Determinants of Occupational Performance (OT 6100) Theoretical & Philosophical Foundations of Occupational Therapy (OT 6110) Health and Disability (OT 6120) Occupational Therapy Practice Skills 1 (OT 6130) Enabling and Professional Development Skills (OT 6140) Fieldwork Preparation (OT 6190) Basic Fieldwork (OT 6200) Occupational Analysis and Adaptation (OT 6300) The Environment and Occupational Performance (OT 6310) Health Conditions and Occupational Performance (OT 6320) Occupational Therapy Practice Skills 2 (OT 6330) Research Methods for Evidence-Based Practice (OT 6350) Intermediate Fieldwork 1 (OT 6400)		Advanced Enabling and Professional Development Skills 1 (OT 7540) Occupational Therapy Process Across the Lifespan 1 (OT 7560) Advanced Practice in OT 1 (OT 7570) Intermediate Fieldwork 2 (OT 7600) Advanced Enabling and Professional Development Skills 2 (OT 7740) Independent Study (OT 7750) Occupational Therapy Process Across the Lifespan 2 (OT 7760) Advanced Practice in OT 2 (OT 7770) Advanced Fieldwork (OT 7800)	



## **COURSE CALENDAR DESCRIPTIONS, OBJECTIVES AND CONTENT**

Courses are listed in figure 5, MOT Curriculum Design. A brief description of each course is outlined below. More detailed information is provided in the course outlines and objectives (course syllabus).

### **OT 6100 Human Determinants of Occupational Performance (90 hours - 6 credit hours)**

Students study the anatomical, physiological, biomechanical, and psychosocial factors that underlie the physical, cognitive and affective components of human capacities. Content is presented in the context of understanding the relationship between human capacities and occupational performance, the ability to carry out activities and tasks of self-care, productivity and leisure throughout the lifespan.

### **OT 6110 Theoretical and Philosophical Foundations of Occupational Therapy (45 hours - 3 credit hours)**

Students study the theoretical and philosophical foundations of occupational therapy and the relationship between occupation and health and well-being. A case based introduction to the processes and approaches that guide practice with clients of various ages and in a variety of practice settings.

### **OT 6120 Health and Disability (45 hours - 3 credit hours)**

Students study definitions of health, factors influencing health, and systems that relate to health in populations. Students are also introduced to classification of diseases and disorders and impairments and the disablement process.

### **OT 6130 Occupational Therapy Practice Skills 1 (45 hours - 3 credit hours)**

Through instruction, case illustration and practice laboratory sessions students are introduced to practice skills related to the occupational therapy process. Occupational therapy skills and approaches used to identify occupational performance issues are introduced and practiced. Basic assessment of physical, cognitive, and affective performance components are taught. Students participate in problem solving and basic interventions around issues of occupational performance.

### **OT 6140 Enabling and Professional Development Skills (105 hours - 7 credit hours)**

An introduction to the development of personal knowledge, skills and attitudes related to enabling occupation in clients, and to promoting professional behaviours for safe, reliable, and ethical practice. Emphasis will be placed on the development of a variety of verbal and written communication skills, and clinical/professional reasoning.

### **OT 6190 Fieldwork Preparation (25 hours - 1 credit hour)**

This course provides foundational knowledge and skills required to participate effectively in the fieldwork component of the Occupational Therapy program. Course evaluated on a pass/fail basis.

### **OT 6200 Basic Fieldwork (4 weeks) (160 hours - 4 credit hours)**

Students are placed in practice settings for four weeks of field experience under the supervision of a registered occupational therapist(s). Experiences are offered in a wide variety of field sites in Manitoba, Saskatchewan and Northwestern Ontario. Evaluated at an introductory level. Course evaluated on a pass/fail basis. Prerequisite: OT 6190.

**OT 6300 Occupational Analysis and Adaptation (60 hours - 4 credit hours)**

An in-depth examination of the relationship between components of human performance and engagement in occupations throughout the lifespan. Students analyze self-care, productivity and leisure occupations to identify physical, cognitive and affective components required for function. Principles and methods of adaptation and grading of occupation, task, activity, equipment and environment will be introduced.

**OT 6310 The Environment and Occupational Performance (60 hours - 4 credit hours)**

An examination of physical, social, cultural and institutional aspects of the environment and their relationship to occupational performance throughout the lifespan. Students will begin to identify the environment in terms of enablers and obstacles to function for individuals with variable capacities.

**OT 6320 Health Conditions and Occupational Performance (60 hours - 4 credit hours)**

An introduction to diseases, disorders and impairments as barriers to human occupational performance including an introduction to occupational therapy management approaches to enabling function.

**OT 6330 Occupational Therapy Practice Skills 2 (60 hours - 4 credit hours)**

Builds on Occupational Therapy Practice Skills 1. With a focus on practice skills related to the occupational therapy process, students gain further practice in assessment of occupational performance issues and physical, cognitive, and affective performance components. Students are introduced to assessment of environmental factors that influence occupational performance and participate in problem solving and interventions around occupational performance issues.

**OT 6350 Research Methods and Evidence-Based Practice (60 hours - 4 credit hours)**

A theory and practical course designed to provide a basic understanding of research principles and methods, evidence-based practice, outcome measures, program evaluation and their applications in occupational therapy.

**OT 6400 Intermediate Fieldwork 1 (8 weeks) (320 hours - 8 credit hours)**

Students are placed in practice settings for eight weeks of field experience under the supervision of a registered occupational therapist. Experiences are offered in a wide variety of field sites in Manitoba, Saskatchewan, and Northwestern Ontario. Evaluated at an intermediate level. Course evaluated on a pass/fail basis.

**OT 7540 Advanced Enabling and Professional Development Skills 1 (60 hours - 4 credit hours)** Builds on Enabling and Professional Development Skills. Emphasis is placed on the integration and consolidation of professional practice knowledge, skills and attitudes.

**OT 7560 Occupational Therapy Process Across the Lifespan 1 (90 hours – 6 credit hours)**

Using problem-based learning methods, students study and apply the occupational therapy process as it relates to selected learning scenarios involving children, adolescents, adults and older adults. Students work in small group tutorials exploring and discussing a variety of issues frequently faced by individuals who may benefit from occupational therapy services.

**OT 7570 Advanced Practice in OT 1 (90 hours – 6 credit hours)**

Building on knowledge, and skills learned in Practice Skills 1 & 2, students are introduced to advanced concepts, theories and models that guide client-centred occupational therapy evaluation and intervention. Students learn to apply theory to practice and continue developing required skills for the evaluation and intervention of occupational performance issues across the lifespan.

**OT 7600 Intermediate Fieldwork 2 (8 weeks) (320 hours - 8 credit hours)** Students are placed in practice settings for eight weeks of field experience under the supervision of a registered occupational therapist in Manitoba, Saskatchewan and Northwestern Ontario. Experiences are offered in a wide variety of field sites. Evaluated at an intermediate level. Course evaluated on a pass/fail basis.

**OT 7740 Advanced Enabling and Professional Development Skills 2 (60 hours - 4 credit hours)** Builds on previous Enabling and Professional Development Skills courses. Emphasis is placed on leadership skills and preparation for entry into the professional community.

**OT 7750 Independent Study (90 hours - 6 credit hours)** Students complete an in-depth study of evidence for practice in an area of interest. Students will work with an assigned faculty advisor or clinical research consultant to define and evaluate a particular area of interest in occupational therapy practice.

**OT 7760 Occupational Therapy Process Across the Lifespan 2 (90 hours – 6 credit hours)** Using problem-based learning methods and self-directed learning, students study and apply the occupational therapy process as it relates to selected learning scenarios involving children, adolescents, adults, and older adults. Students work in small group tutorials exploring and discussing a variety of issues frequently faced by individuals, groups, and communities who may benefit from occupational therapy services.

**OT 7770 Advanced Practice in OT 2 (90 hours – 6 credit hours)**

Building on knowledge, skills, and attitudes learned in Advanced Practice in OT 1, students employ and evaluate concepts, theories, and models of client-centred occupational therapy. Students develop skills that enable them to select, justify, and interpret appropriate evaluation methods and interventions to address occupational performance issues across the lifespan.

**OT 7800 Advanced Fieldwork (6 weeks) (240 hours - 6 credit hours)** Students are placed in practice settings for a six week period which can occur in a flexible time frame (i.e. students may initiate this placement at different points in time from July 1 to mid-August depending upon availability of placements. Students may participate in part-time experiences over a longer period or other types of flexible arrangements as may arise and are determined to be appropriate learning experiences to meet educational standards). Experiences are offered in a wide variety of field sites in Manitoba, Saskatchewan and Northwestern Ontario. Evaluated at an advanced level. Course evaluated on a pass/fail basis.



## EVALUATION

Evaluation is an essential component of the curriculum framework. Evaluation occurs at all levels and between levels to ensure delivery of a current, coordinated and meaningful curriculum.

At the Level of the Conceptual Base: Faculty perform ongoing review of current OT literature, international and national standards related to the profession of Occupational Therapy, relevant literature in education and instructional methods and participate in teaching improvement workshops. This together with a periodic review of the University of Manitoba OT department's beliefs, values and philosophical underpinnings ensures a Conceptual Base consistent with and reflective of several elements as follows:

- current occupational therapy practice standards
- the OT department's values and beliefs around occupational therapy and occupational therapy education
- current professional practice and theory
- use of appropriate educational strategies for delivery of content.

Given the establishment of a current Conceptual Base, it is important that the remainder of the curriculum framework be developed from that base.

At the Level of the Educational Outcomes: Evaluation occurs to ensure that the educational outcomes and respective enabling objectives are developed from the conceptual base, in particular, from current professional practice standards for the entry-level graduate and practicing occupational therapist.

At the Level of the Curriculum Plan: Regular review occurs with respect to the Curriculum Plan. Annual curriculum review meetings held to review the overall curriculum ensure that content, content themes, educational strategies, method of delivery, and sequencing of material are based on and facilitate attainment of the MOT Educational Outcomes.

At the Level of Individual Courses: Students are asked to provide a summative evaluation of each course at its conclusion with regard to course content, delivery of material and evaluation methods. Faculty are actively encouraged to conduct formative evaluation throughout a course.

Faculty, individually and as a group, review portions of the curriculum specific to their own course(s) to ensure several elements are in place, including:

- individual course objectives are reflective of the overall Educational Outcomes
- course content is reflective of course objectives
- content is reflective of current OT practice and theory
- relevant content themes are incorporated throughout course
- material in the course is sequenced in a meaningful way consistent with the educational beliefs of the department and the professional development of the student
- material in the course is sequenced relative to delivery of materials in other courses
- teaching strategies and instructional methods used are consistent with those of the department
- evaluation of the student is relevant to the content taught and is consistent with the instructional methods used
- student feedback from formative and summative evaluations is considered

At the Level of the Entry-Level Graduate: Evaluation of the curriculum also considers the ultimate outcome: the Entry-Level Graduate. Performance of the MOT Graduate and leading up to that, of the MOT student, is evaluated in many ways, including:

- ongoing academic and fieldwork performance throughout the program
- feedback from fieldwork educators regarding clinical performance and professional behaviours
- annual Employer's Survey
- performance on the CAOT National Certification Exam

Evaluation of the curriculum is also sought from each MOT graduate. An alumni survey sent to graduates at one, three and five years post-graduation asks for feedback on the overall program and the curriculum relative to how well it prepared the graduate for entry-level practice.

## DEPARTMENT OF OCCUPATIONAL THERAPY ATTENDANCE POLICY

### SCHOOL OF MEDICAL REHABILITATION No. S1212 Guidelines

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**Subject:** Attendance of Students in Courses

**Approved by:** SMRCE

**Approved:** June 14, 2004

**Revised:**

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#### **Policy:**

Regular attendance in all courses is a university policy. Persistent non-attendance and other unacceptable behaviour can lead to debarment (see current University of Manitoba Undergraduate Calendar; and University of Manitoba Graduate Calendar).

SMR regulation states that students are required to attend all classes and are responsible for material covered in class. If the student must be absent from class, s/he must notify the lecturer beforehand. There is voice mail on each faculty member's telephone and at the General Office (see Student Handbook). Students absent from class due to illness may be required to present a certificate\* from a physician.

*\* Documentation must include location and telephone number of certifying physician. A copy of the Certificate of Illness form is available from the SMR Receptionist.*

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#### **DEPARTMENT OF OCCUPATIONAL THERAPY POLICY:**

Regular attendance is important for the development of competencies for entry into the occupational therapy profession. Unexplained absences or persistent non-attendance may result in debarment from classes or exams and failure in that course. Students who are persistent non-attendeess are to be reported to the Department Head who will determine the appropriate consequences in conjunction with University policy.

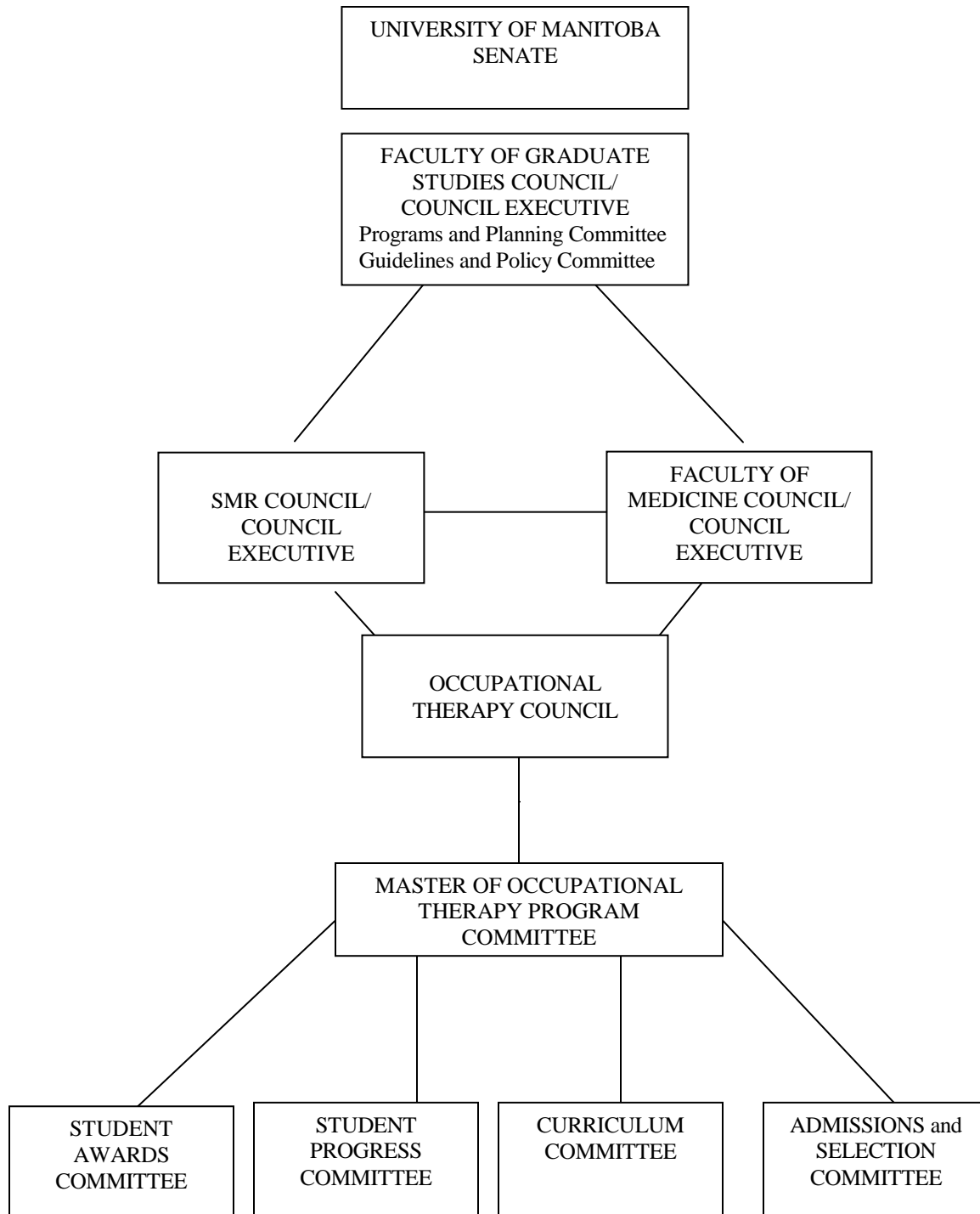
#### **PROCEDURE AND PROCESS:**

Accountability for attendance is the student's responsibility. Students are expected to provide notice to instructors if they anticipate an inability to attend a class. Attendance rosters that allow for student input are used to record attendance in classes and students are requested to initial the roster on their own behalf in each class.

Faculty are responsible for monitoring student attendance and addressing persistent non-attendance issues. Faculty are responsible for bringing the attendance rosters to class.

Class rosters provide a documentation of student attendance and provide data that can be referred to should an attendance issue arise. If necessary, faculty may initiate alternative methods of documenting attendance should the need arise (e.g., a student who is in attendance refuses to or forgets to sign the roster).

MASTER OF OCCUPATIONAL THERAPY GOVERNANCE STRUCTURE



## MOT PROGRAM ADVISORS AND ADVISORY GROUPS

### Overview

Each student in the MOT program is assigned a program advisor (a full or part-time faculty member in the department) upon entering the program. Whenever possible, the same advisor will work with you for the duration of the MOT program.

### Purpose

The purpose of the advisor is threefold:

- a) Provide a consistent person to monitor and facilitate academic and fieldwork progression through the program. Individual meetings will be scheduled in order to complete the required internal and Faculty of Graduate Studies progress reports.
- b) Act as a resource and support to facilitate progression in the program. Students are encouraged to contact their advisor if there are any questions, concerns, comments or clarification of academic issues. Individual meetings can be initiated by either the student or the advisor.
- c) Facilitate and evaluate development of a Student Professional Portfolio. There are regular advisory group meetings which are scheduled onto the timetable. These group meetings provide an opportunity to discuss, share and learn about developing a portfolio. The expectation is to complete a portfolio by the end of Year 2, which will be evaluated by your advisor on a Pass/Fail basis through an oral presentation and a written report. Individual student meetings will be arranged to complete yearly Portfolio Progress Reports.

### Responsibilities

The advisor will:

- provide direction and support to students around academic and fieldwork progress
- review MOT program term reports
- submit Faculty of Graduate Studies Annual Progress Reports for MOT 1 and continuing students
- assign a pass/fail mark to the final portfolios after reviewing the portfolio development and the presentation
- direct students to appropriate University resources as necessary

The student will:

- prepare for, attend and participate in scheduled group and individual meetings
- seek advice on academic and fieldwork progression issues as needed
- engage in ongoing development of their portfolio in preparation for final presentation of the portfolio at the end of the MOT program

## PORTFOLIO

### Purpose

The purpose of a professional development portfolio in the MOT program is to provide a structure and framework for:

- organizing documents and other items related to professional growth
- keeping track of learning activities and results of learning
- determining learning goals during the MOT program
- self-assessment and reflection on professional growth
- demonstrating evidence of competence and achievement to others
- initiation of a portfolio that can be built upon when in professional practice

The portfolio is a means to collect, identify/select and reflect on evidence of your professional development and competence. It is a practical tool for maintaining records and information that can be helpful when preparing applications and resumes for employment.

### Content

The content of a portfolio is the responsibility of the individual student and may take many forms. Entries into a portfolio can come from many sources and items may be moved into or out of your portfolio over time. Some examples of relevant portfolio entries include: degrees and transcripts, health records, CPR/First Aid certificates, samples of work selected from assignments and projects, feedback and evaluations from course work and fieldwork, self evaluation, course objectives and outlines, learning logs, goals related to learning and professional development, summary of participation in activities, projects, volunteer work, etc. The idea is to document, collect and reflect on evidence of professional growth.

### Evaluation

A professional development portfolio is a requirement in the MOT program. Portfolio evaluation is Pass/Fail based on completion and presentation of the work. Student program advisors are responsible for portfolio review and evaluation throughout the program.

At the end of the second year of the program, there will be a scheduled event for presentation of portfolios to peers and faculty advisors. Throughout the program there will be opportunities to discuss portfolio development.

**ADVISORY GROUP MEETINGS & PORTFOLIO REVIEW**

<b>Year 1</b>	<b>Portfolio</b>	<b>Academic/Fieldwork Progress</b>	<b>Method</b>
Term 1	<i>August</i>	Introductory meeting with advisory group	Group
	<i>September</i>	Portfolio Progress meeting 1	Group
	<i>November</i>	Portfolio Progress meeting 2	Group
Term 2	<i>January</i>		Fieldwork integration (as a part of course OT 6140)
	<i>January</i>		MOT Program Term Review using <b>Guidelines</b>
	<i>January</i>	Portfolio Progress meeting 3	Group
	<i>April</i>	Portfolio Progress meeting 4	Group (in conjunction with MOT 2)
	<i>April/May/June</i>	<b>Portfolio Progress Report 1</b>	<b>Graduate Studies Annual Progress Report</b> Individual (in person when possible)

<b>Year 2</b>	<b>Portfolio</b>	<b>Academic/Fieldwork Progress</b>	<b>Method</b>
Term 1	<i>September</i>		Fieldwork integration (as a part of course OT 7540)
	<i>September</i>	Portfolio Progress meeting 5	Group
	<i>November</i>	Portfolio Progress meeting 6	Group
Term 2	<i>March</i>		MOT Program Term Review using <b>Guidelines</b>
	<i>March</i>		Fieldwork integration (as a part of course OT 7740)
	<i>March</i>	Portfolio progress meeting 7	Group
	<i>April</i>	Portfolio presentation	Group (in conjunction with MOT1)
	<i>May/June</i>	<b>Portfolio Final Evaluation</b>	Individual

## REGISTRATION

### Pre-Registration Requirements

**Health Requirements:** Standard Health Record Form Packages are made available to occupational therapy students upon acceptance into the program. New students in Occupational Therapy are required to return forms to their department by dates published yearly in the Health Record Form Packages. Second year students are required to annually review and update immunizations (as necessary). Complete immunization profiles are a requirement of fieldwork sites in order for students to complete fieldwork.

**Cardiopulmonary Resuscitation Certification:** All students of the Department of Occupational Therapy are required to obtain certification in cardiopulmonary resuscitation. Certification must be Level C or Advanced Cardiac Life Support for Health Care Providers. New students in the program must provide proof of certification within the first 2 weeks of classes of the academic year in which they commence classes. This certification must have an issue date after July 1 of the year the student commences classes in the program. Second year students must provide proof of re-certification by October 1 of their second year in the program. This certification must have an issue date within or after the last week of August of the current year. Certification must remain current for all fieldwork experiences.

**Criminal Record Checks and Child Abuse Registry Checks:** Students are advised that clinical/fieldwork education sites require that students complete a Criminal Record Check (including a Vulnerable Persons Check) and a Child Abuse Registry Check. New students in the Master of Occupational Therapy program must provide results of a Child Abuse Registry Check and a Criminal Record Check within the first 2 weeks of classes of the academic year in which they commence classes. Both checks must have an issue date after July 1 of the year the student commences classes in the program. Second year students must provide updated results by October 1 of their second year in the program. Both checks must have an issue date during or after the last week of August of the current year. Students should be aware that checks can take considerable time to be processed and produced, therefore students must plan accordingly.

The support person responsible for registration inquiries within the School of Medical Rehabilitation is Doris Weigel (789-3248 or [dweigel@cc.umanitoba.ca](mailto:dweigel@cc.umanitoba.ca)). Registration information will be emailed to current students and mailed to new students with their letters of offer.

### Fees

The calculation of your tuition and other fees is made at the point of registration. Fees assessed for your current term of registration are available in Aurora Student along with a complete record of fees assessed for all terms, all payments you have made and your account balance.

Fees increased for 2010–2011. They were not finalized when registration opened on June 14, 2010. However, fees will be viewable in Aurora by the end of July.

Detailed information about fees can be found in the 'Fees, Payments and Refunds' section of the current University of Manitoba Graduate Calendar.

**Important: Registration is not complete until fees are paid. You will not be sent a fee statement in the mail. You are responsible for being aware of your fee balance and making payment prior to the published deadlines in the U of M Graduate Calendar.**

## **Income Tax Forms**

T2202A tax forms will be available online through Aurora Student; go to Enrolment and Academic Records, and then Canadian Tax Forms.

Tax receipts will be available through Aurora Student before the end of February.

## **Holds**

Any type of “Hold” on a student’s file (i.e.: from the Comptroller’s Office, Library, Parking Office) will prevent registration and/or access to other university services. Holds would also prevent disbursement of student loan funds (become unavailable to pay course fees). Timely fee payments are necessary to avoid having a Hold placed on your file.

## MOT GRADING SCALE

The breakdown of letter grades, corresponding percentages, grade points, and the University Descriptors are as follows:

Letter Grade	Percentage	Grade Point	Descriptor
A+	94 – 100	4.50	Exceptional
A	87 - 93	3.76-4.00	Excellent
B+	80 - 86	3.26-3.75	Very Good
B	71 - 79	2.76-3.25	Good
C+	65 - 70	2.26-2.75	Satisfactory
C	60 - 64	2.00-2.25	Adequate
D	55 - 59	1.00-1.90	Marginal
F	0 - 54	0.00	Failure

**Pass = C+ or 65% (Faculty of Graduate Studies regulation)**

When grades are numerical and aggregated for a course, they will be calculated to 2 decimal points.

## LATE COURSE ASSIGNMENTS

Assignments are due on the date and time indicated in the course syllabus; however extensions may be granted for extenuating circumstances, e.g. illness or injury with prior arrangements or appropriate notice to the course coordinator/instructor. A penalty will be assigned for late course assignments, unless approved in advance by the course coordinator/instructor. When the student does not have prior approval, a penalty will be applied for each day late. This includes weekdays, weekends or holidays. Course coordinators/instructors may choose not to accept late submissions after a specified date. Students are given the opportunity to hand in late assignments electronically on weekends or holidays, but must follow-up with a hard copy on the first regular weekday following the late submission. The faculty member must inform students of this policy prior to the due date (usually via the course syllabus), and the percentage to be deducted must be pre-assigned.

## **USE OF DEGREE DESIGNATIONS**

The Faculty of Graduate Studies has been asked by the Guidelines and Policy Committee and Faculty Executive to bring forward the following matter:

It has come to our attention that students have been using degree designations for Master's or PhD, albeit with descriptive abbreviations, prior to their graduation.

For example, students have been found to be placing PhD (Can) for PhD "Candidate" or PhD (ABD) for PhD "all but defended" after their names. Although it may not be intentional, it is potentially highly misleading.

It must be clear that degree designations for a Master's or PhD student is not allowed until the degree is conferred upon them. Any misrepresentation of a degree designation by a student will be viewed as a type of fraud.

If a student wishes to indicate their status, they may consider using the designation "PhD Student" or "Master's Student".

## ACADEMIC INTEGRITY - IMPORTANT NOTICE -

### “What is Academic Integrity and what does it have to do with you?”

AS A STUDENT AT THE UNIVERSITY OF MANITOBA IT IS **YOUR** RESPONSIBILITY TO UNDERSTAND THE MEANING OF ACADEMIC INTEGRITY AND ENSURE THAT YOU APPLY THIS CONCEPT TO ALL YOUR WORK AT THE UNIVERSITY.

**If you have ever:**

- cheated on an exam,
- used the ideas and words of another person without acknowledging their contribution,
- fabricated or falsified data, or
- conducted yourself in a manner contrary to the ethical standards of the university,

you have compromised your Academic Integrity. These matters are serious offenses and if found guilty of such an offense, a student is subject to serious academic penalty, up to and including expulsion from the university.

**Academic Dishonesty** has many facets. Some examples and definitions of the most common aspects of Academic Dishonesty are as follows:

**Plagiarism** – using the words or ideas that were created by another person, without properly crediting that person. If you present someone else’s ideas or words **without acknowledging them**, you are **stealing** their work and presenting it as your own. For information on how to avoid plagiarism and how to cite your sources properly, please refer to the following web sites:

<http://www.umanitoba.ca/libraries/units/engineering/plagiarism.htm>

<http://www.lib.duke.edu/libguide/citing.htm>

**Cheating** – obtaining the answers to an exam or assignment **from a prohibited source**. Copying the answer from another student and bringing unauthorized notes to an exam are examples of cheating.

**Data Manipulation** – creating the data used in a paper or presentation without performing the needed experimental work to produce the data, or changing the data so that your results are what you were hoping for are two examples of data manipulation.

**Inappropriate Collaboration** – working with other persons (including students) on an assignment when this has not been approved by the instructor constitutes inappropriate collaboration. If the assignment is meant to be done individually and you need help, talk to your instructor!

**Transcript Fraud and Manipulation** – submitting documents in support of your application that are in any way different from your true academic record. This includes such things as changing grades, adding or omitting courses, or translating course titles or grades incorrectly.

A full description of these terms and other matters relating to plagiarism and cheating can be found in Section 7 of the General Academic Regulations and Requirements of the University of Manitoba. This is available at [http://umanitoba.ca/faculties/graduate\\_studies/publications/](http://umanitoba.ca/faculties/graduate_studies/publications/)

**Additional information on Academic Integrity can be found on the web at the following addresses:**

[http://www.umanitoba.ca/student/resource/student\\_advocacy/](http://www.umanitoba.ca/student/resource/student_advocacy/)

[http://www.umanitoba.ca/faculties/graduate\\_studies/media/Letter\\_To\\_My\\_Students.pdf](http://www.umanitoba.ca/faculties/graduate_studies/media/Letter_To_My_Students.pdf)

When you choose to study at the University of Manitoba, it is **YOUR** responsibility as a student to understand what constitutes Academic Integrity in order to ensure a successful career as a graduate student.

**If you have questions about information in this document:**

If you have any questions or concerns regarding the definitions of plagiarism, how to write an assignment without cheating, or any issue relating to Academic Integrity, please discuss the matter with your assigned supervisor, departmental graduate chairperson or contact one of the following offices for an appointment:

**The Faculty of Graduate Studies**, 500 University Centre, ph. 474-9377

**Student Advocacy Office**, 519 University Centre, ph. 474-7423.

**Remember:**

The reputation of the University of Manitoba, and the value of the degree you receive from our institution, is affected by the actions and reputations of our members, including professors, staff and students, both present and past. The failure of even one individual to maintain a high degree of Academic Integrity has an impact on the entire university community.

## **LAPTOP COMPUTER USE IN THE CLASSROOM**

The Department of Occupational Therapy supports the use of technology to enhance learning. This is evidenced by investments made in the development of the AT lab, updating of classroom technology, and provision of wireless Internet access throughout the Bannatyne campus.

The affordability of laptop computers has resulted in many students being able to use this tool to support their educational experience in the MOT program. The Department of Occupational Therapy encourages students to take advantage of access to laptop computers in an appropriate and professional manner. It is recognized that students may want to keep their laptop close at hand for security reasons and to facilitate access to information. However, laptop use during classroom instruction has proven to be a distraction for student users, fellow classmates, and instructors. Laptop computers should *remain closed during classroom instruction*. Some classes may involve activities where the instructor encourages laptop use (e.g., searching the Internet for information, generating a small group report, etc.), in which case the instructor will make this request explicit. It is also recognized that Disability Services sometimes recommends the use of a laptop computer for students for accommodation of special needs; in which case students should make these arrangements with their instructors prior to commencing classes. Students should use discernment and professional judgment in determining appropriate use of laptop computers during other school-related activities outside of classroom instruction. Instructors may use their discretion and indicate to students when behaviours related to laptop use are not appropriate and should cease.

We thank you in advance for using your laptop in a respectful and appropriate manner.

## **CELL PHONE USE IN THE CLASSROOM**

Use of cell phones in the classroom is not permitted for any reason (making telephone calls or texting). Please turn cell phones off or switch to silent mode when in participating in SMR classroom activities.

## E-MAIL ETIQUETTE

E-mail communication is a valuable professional tool. Following are some recommended etiquette guidelines to ensure both the sender and the responder are satisfied with this method of communication.

- How to be understood
  - Be organized so the responder can follow clearly.
  - Use a salutation with each e-mail.
  - Be concise, but remember to say please and thank you.
  - Follow the rules of grammar, spelling and punctuation.
    - Helpful: Using periods to end sentences and capital letters to begin sentences. Do a spell check before you press ‘Send’.
    - Non-Helpful: Writing sentences in all capital letters. Using all capital letters comes across as yelling, and more important, script that is written in all capital letters is difficult to read.
  - Avoid abbreviations as these may not be understood by the recipient.
  - Avoid “smilies” as the meanings of these symbols are not universal and could lead to misinterpretation.
- How to use e-mail with faculty members
  - Most helpful for you: Asking questions to clarify deadlines, assignment format, and confusing concepts from classroom presentations and/or readings (faculty members may choose to address these matters with the entire class).
  - Least helpful for you: Asking questions about specific content related to a group or an independent assignment; often these questions are best answered through a face-to-face dialogue as the person answering the question(s) can ascertain whether you understand the answer(s) and whether you have new questions based on the answer(s). Sending e-mails back and forth can be inefficient and ineffective because the e-mail context does not allow for nonverbal communication.
    - Arranging to meet with a faculty member may be a better alternative for answering these questions and may be suggested by a faculty member.
- How to send attachments
  - If sending an attachment is required, attach only the page(s) needed to answer your question.
- Response expectations
  - When e-mailing, expect at least one full school day before getting a response as faculty need to prioritize commitments and responsibilities.

MOT YEAR & COURSE OVERVIEWS **SUBJECT TO CHANGE**

Master of Occupational Therapy  
2010-2011  
Fall (201090), Winter (201110) and Summer Session 2011 (201150) Terms  
YEAR 1

Course Reference No. (CRN) #	Course No.	Course Title (D/M/Y)	Course Starts (D/M/Y)	Course Ends	Contact Hrs.	Credit Hrs.	Term # (course starts in)	Course Instructor or Co-ordinator
12866	OT 6100	Human Determinants of Occupational Performance (C & L)	03/09/10	20/04/11	90	6	201090	J. Cooper
12867	OT 6110	Theoretical and Philosophical Foundations of Occupational Therapy	01/09/10	15/11/10	45	3	201090	N. MacLeod-Schroeder
12870	OT 6120	Health and Disability	02/09/10	15/11/10	45	3	201090	L. Johnson
12871	OT 6130	Occupational Therapy Practice Skills 1 (C & L)	01/09/10	17/11/10	45	3	201090	S. Hales
12872	OT 6140	Enabling and Professional Development Skills	31/08/10	27/04/11	105	7	201090	T. Sullivan
13478	OT 6190	Fieldwork Preparation	09/09/10	17/11/10	25	1	201090	M.A. Campbell-Rempel
12873	OT 6200	Basic Fieldwork (4 wks.)	22/11/10	17/12/10	160	4	201090	M.A. Campbell-Rempel
22670	OT 6300	Occupational Analysis and Adaptation (C & L)	05/01/11	21/04/11	60	4	201110	L. Diamond-Burchuk
22671	OT 6310	The Environment and Occupational Performance	06/01/11	26/04/11	60	4	201110	B. Borton
22672	OT 6320	Health Conditions and Occupational Performance	06/01/11	20/04/11	60	4	201110	M. Friesen
22673	OT 6330	Occupational Therapy Practice Skills 2 (C & L)	04/01/11	27/04/11	60	4	201110	S. Hales
22674	OT 6350	Research Methods for Evidence-Based Practice	05/01/11	21/04/11	60	4	201110	G. Restall
TBA	OT 6400	Intermediate Fieldwork 1 (8 wks.)	02/05/11	24/06/11	320	8	201150	M.A. Campbell-Rempel
<b>TOTALS</b>					1135	55		

of academic weeks = 30  
# of academic contact hours = 655  
# of timetabled hours/day (academic only) = (average) 4.4  
# of fieldwork weeks = 12

Legend:

# -- info used when registering for courses/accessing info on AURORA Student (accessible on the U of M homepage at [www.umanitoba.ca](http://www.umanitoba.ca))  
C & L -- Class & Lab  
TBA -- To Be Announced

**NOTE:** It is the student's responsibility to retain copies of all curriculum information such as course outlines/objectives. This information may be needed at a later date if you are planning to leave Manitoba to work elsewhere. The School of Medical Rehabilitation will not assume responsibility to provide missing documentation.

July 9, 2010

# SUBJECT TO CHANGE

## Master of Occupational Therapy 2010-2011

Fall (201090), Winter (201110) and Summer Session 2011 (201150) Terms

### YEAR 2

Course Reference No. (CRN) #	Course No.	Course Title	Course Starts (D/M/Y)	Course Ends (D/M/Y)	Contact Hrs.	Credit Hrs.	Term # (course starts in)	Course Instructor or Co-ordinator
12876	OT 7540	<u>Advanced Enabling and Professional Development Skills 1</u>	01/09/10	09/12/10	60	4	201090	P. Wener
12877	OT 7560	<u>Occupational Therapy Process Across the Lifespan 1</u>	31/08/10	15/12/10	90	6	201090	L. Leclair
12878	OT 7570	<u>Advanced Practice in OT 1 (C &amp; L)</u>	01/09/10	13/12/10	90	6	201090	L. Diamond-Burchuk
22675	OT 7600	<u>Intermediate Fieldwork 2 (8 wks.)</u>	03/01/11	25/02/11	320	8	201110	M.A. Campbell-Rempel
22676	OT 7740	<u>Advanced Enabling and Professional Development Skills 2</u>	07/03/11	24/06/11	60	4	201110	G. Restall
12879	OT 7750	<u>Independent Study</u>	31/08/10	24/06/11	90	6	201090	J. Ripat
22678	OT 7760	<u>Occupational Therapy Process Across the Lifespan 2</u>	08/03/11	24/06/11	90	6	201110	L. Johnson
22679	OT 7770	<u>Advanced Practice in OT 2 (C &amp; L)</u>	09/03/11	24/06/11	90	6	201110	L. Diamond-Burchuk
TBA	OT 7800	<u>Advanced Fieldwork (6 wks.)</u>	* see below		240	6	201150	M.A. Campbell-Rempel
<b>TOTALS</b>					1130	52		

# of academic weeks = 33  
 # of academic contact hours = 570  
 # of timetabled hours/day (academic only) = (average) 3.5  
 # of fieldwork weeks = 14

**Legend:**

- # -- info used when registering for courses/accessing info on AURORA Student (accessible on the U of M homepage at [www.umanitoba.ca](http://www.umanitoba.ca))
- \* -- one, 6-wk. placement done between June 27 and September 10/11; dates may vary per individual student depending upon availability of placements. Flexible start date; must end by September 16/11.
- C & L -- Class & Lab
- TBA -- To Be Announced

**NOTE:** It is the student's responsibility to retain copies of all curriculum information such as course outlines/objectives. This information may be needed at a later date if you are planning to leave Manitoba to work elsewhere. The School of Medical Rehabilitation will not assume responsibility to provide missing documentation.

July 9, 2010

## FIELDWORK EDUCATION REQUIREMENTS

Fieldwork education is an integral part of the MOT program. Field placement experiences are integrated throughout the program and include:

- ✓ 1 four-week,
- ✓ 2 eight-week and
- ✓ 1 six-week experience.

Field education is a unique and intense learning experience. OT students are usually assigned to work directly with 1-2 occupational therapists in their area of practice. Fieldwork educators facilitate the development of skills as well as professional thinking and reasoning abilities. Students are also evaluated by the occupational therapists they are working with at the middle and final time periods of the placement. The courses are evaluated on a pass/fail basis. Initially students start out doing lots of observation, but they are quickly encouraged to do as much 'hands-on' as possible to develop their skills and abilities. The amount of direct supervision generally decreases throughout the program as students assume greater responsibility and progress toward more independent practice. Students are encouraged to be self-directed and to assume responsibility for their own professional development and life-long professional learning.

Most field placements are full-time and occur from Monday-Friday. Some placements start early in the day (e.g. 7-7:30 am) and finish earlier (3-3:30 pm), while others start later and end later. In some instances students may also participate in evening and weekend programs.

Field placements primarily occur in Manitoba and Saskatchewan. However, for an additional fee, students may elect to participate in the National Fieldwork Placement Service. This service allows students to apply for placements in select field sites all across Canada, however, students are advised that occupational therapy students from the 'home university' (e.g. Dalhousie) are given preference for placements within that region (Atlantic Provinces).

Students are encouraged to actively participate in indicating their preferences for fieldwork placements, however the following standards and guidelines must be followed for each student as part of his/her fieldwork profile:

### **CANADIAN ASSOCIATION OF OCCUPATIONAL THERAPISTS (CAOT) STANDARDS FOR FIELDWORK**

- a minimum of 1,000 hours
- variety of environments e.g. health, rehabilitation, education, social and employment services and community development
- only in sites that have been approved by the University Academic Fieldwork Coordinator using the current Canadian Guidelines for Fieldwork Education in Occupational Therapy.

#### UNIVERSITY OF MANITOBA GUIDELINES

- exposure to a variety of OT roles
- experience in a wide variety of settings
- experience with different areas of health care practice
- experience with a wide variety of client age groups
- experience with different occupational performance components and barriers.

Some students may enter the program with a specific area of focus in mind for future occupational therapy practice (e.g. child health). Students are advised that although faculty are very interested in their long term career goals, one of the objectives of the MOT program is to graduate a 'generalist' practitioner, and thus specialized streams of fieldwork are not available. The Academic Fieldwork Coordinator must follow the above guidelines for all students and ensure that all students in the program have the opportunity to participate in a wide variety of settings with a wide variety of clients in order to ensure that all students are competent and able to be registered for practice upon graduation.

Frequently there is a shortage of placements and/or there are just enough placements offered to meet the demand, so if there are not enough students indicating a preference for placements that must be utilized, students will be assigned to these placements as required. Each student should be prepared to attend **at least** one placement outside of Winnipeg at some point in the program and should plan accordingly.

If a student is placed outside of Winnipeg for fieldwork, the University will assist in covering the costs of accommodation (excluding meals) and one-time transportation (equivalent to one round-trip bus fare) to and from the placement destination. If required, the University will make accommodation arrangements for students who are placed out of town. Please refer to fieldwork policies for further clarification.

In the first term of the program, students will participate in Fieldwork Preparation classes. Students will have access to a Fieldwork course on Angel, which will provide more detailed information about the fieldwork program. Students are also welcome to contact the Academic Fieldwork Coordinator for additional information.

## PROFESSIONAL ASSOCIATIONS

### Canadian Association of Occupational Therapists

The Canadian Association of Occupational Therapists (CAOT) is the national voluntary professional association for OT's in Canada. There are over 7,000 members in all parts of Canada. CAOT provides advocacy, resources, and member services. CAOT supports future practitioners in our profession by providing **free** membership to students enrolled in entry-level occupational therapy programs.

Some of the benefits of student membership in CAOT include:

- Electronic versions of periodicals OT Now and Canadian Journal of Occupational Therapy
- Electronic access to the British Journal of Occupational Therapy (BJOT), the Journal of Occupational Science (JOS), the New Zealand Journal of Occupational Therapy (NZJOT), and Work.
- Access to information and resources from the [www.caot.ca/](http://www.caot.ca/) web site including the “members only” section and the “Student Network Centre”
- Access to CAOT web-based education including “Water Cooler” information sessions and other free webinars
- Member rates for “Lunch and Learn” webinars
- Emails and newsletters related specifically to student issues and ideas
- Student rates for conferences
- Member rates for CAOT publications
- Opportunity to network nationally
- Opportunity to influence the development of our profession
- Access to insurance products for your home

Refer to the web site ([www.caot.ca](http://www.caot.ca)) for the name and contact information of the current Manitoba Board Director.

### Manitoba Society of Occupational Therapists

The Manitoba Society of Occupational Therapists (MSOT) is a professional association dedicated to building a strong community of Occupational Therapists within the province.

MSOT plays a vital role in building, promoting and strengthening the profession while supporting the individual growth and development of occupational therapists. We provide resources that enable our members to develop their knowledge and their skills. We advocate on behalf of occupational therapists to foster growth and change within the profession, impacting our larger community of clients, students and practitioners. We help occupational therapy gain recognition through education and promotion.

The Manitoba Society of Occupational Therapists enables the ability of Manitoba's occupational therapists to come together to share their knowledge and experiences and to grow as professionals. The result is a stronger community of respected professionals who are, in turn, enabling the ability of Manitobans seeking to engage in meaningful daily activities and occupations.

### *Awareness*

MSOT actively promotes occupational therapy to the public, ensuring more people understand its value and essential role in promoting their health and wellness (explanation: OT's work in more than the health care system, such as in industry and in social services)

Our activities include:

- creating and supporting Occupational Therapy Month activities
- engaging students to be ambassadors for the OT profession
- providing a speakers bureau to ensure accurate representation of the profession
- representing the profession at trade shows
- participating with community service groups

### *Advocacy*

MSOT is the advocate of Manitoba's occupational therapists, providing the strong voice essential to building positive work environments for today's therapists and their clients.

Our activities include:

- providing representation to municipal, provincial and national government agencies and departments
- liaising with the Canadian Occupational Therapy Foundation, the Canadian Association of Occupational Therapists and the Occupational Therapy Professional Alliance of Canada
- communicating an occupational therapy position on matters of importance to the profession
- consulting with the OT Leadership Group at the Winnipeg Regional Health Authority level
- representing MSOT on School of Medical Rehabilitation committees and the Winnipeg Technical College Rehabilitation Assistant Course Advisory Committee
- bringing an occupational therapy perspective to such groups as the Alliance for the Prevention of Chronic Disease, the Physical Activity Coalition of Manitoba and other community agencies

### *Professional Development & Networking*

MSOT is proud to enable the ability of its members by providing professional development and networking opportunities. Members have the unique advantage of sharing their diverse experiences and exchanging new ideas, fresh insights and problem solving assistance.

Our activities include:

- organizing membership meetings and professional development workshops
- providing rate reductions for continuing education courses offered through MSOT
- granting, from our growing MSOT Research Fund, The Mary Judd Research Award along with other awards to help OTs conduct and promote their research.

### *Participating in MSOT*

Student membership is automatically granted to any student enrolled in the University of Manitoba entry-level occupational therapy program. Students may attend meetings and serve on committees of the Society. Their membership is valid for the duration of the academic year. Students are provided with a copy of our newsletter, which is circulated six (6) times per year by e-mail.

## The College of Occupational Therapists of Manitoba

The College of Occupational Therapists of Manitoba (COTM) is established by provincial legislation, *The Occupational Therapists Act*, to regulate the profession of occupational therapy in Manitoba. The role includes registering only qualified individuals to practise occupational therapy and thoroughly investigating complaints involving COTM members. Registration with COTM is mandatory in order to practise occupational therapy in this province.

Individuals who have not yet provided COTM with evidence of successful completion of the required examination (the CAOT certification examination) will be registered on the Provisional Register as Examination Candidates. There are some restrictions with this category of registration.

### EMPLOYMENT PRIOR TO CONVOCATION

Students in their graduating year who have successfully completed all academic and fieldwork requirements for the MOT program are eligible for registration and thus employment in Manitoba prior to convocation and successful completion of the Canadian Association of Occupational Therapists (CAOT) Certification Examination.

In order to be registered to practise as an occupational therapist, a newly-educated occupational therapist must apply to the occupational therapy regulator in that jurisdiction.

As part of that application process, newly-educated occupational therapists must request a letter(s) of verification from the Head of the Department of Occupational Therapy and then provide the letter(s) to the applicable regulatory body personnel prior to commencing employment [in Manitoba, the College of Occupational Therapists of Manitoba (COTM)], as part of the application for registration process. You can visit the COTM web site at [www.cotm.ca](http://www.cotm.ca) in order to learn more about the registration process or contact them by calling 957-1214.

Other provinces have similar provisions to allow some form of registration and thus employment prior to convocation. A listing of provincial regulatory organizations is available from COTM (957-1214), can be found at [www.caot.ca/default.asp?changeID=63&pageID=50](http://www.caot.ca/default.asp?changeID=63&pageID=50), and is posted at SMR.

## **SUPPLEMENTAL REGULATIONS**

The Master of Occupational Therapy (MOT) Supplemental Regulations were modified and approved by the Faculty of Graduate Studies in October 2008.

**Faculty of Graduate Studies**

**Name of Unit: Occupational Therapy (Master’s)**

Faculty of Graduate Studies Regulation	Supplemental Regulation
<p>The Faculty of Graduate Studies academic guide contains all the rules and policies pertaining to the Faculty of Graduate Studies. Adherence to these rules is of utmost importance for the effective functioning/operation of programs and for guiding and monitoring the progress of students. The integrity of the process is at stake. The major goal of this guide is to prevent potential problems that may affect the completion of a student’s program. It is the responsibility of students and the unit offering a graduate program to read and follow the policies contained herein.</p> <p>All regulations as laid out in the Faculty of Graduate Studies Academic Guide are subject to revision by the appropriate bodies of the Faculty of Graduate Studies. This compendium is presented as the most recent set of regulations as a guideline for students and staff. Regulations may vary from one department or program to another. Individual departments may have additional regulations that supplement these general regulations. All such supplementary procedures and regulations must be approved as specified by the By-Laws of the Faculty of Graduate Studies, be published and available to students, and kept on file in the Faculty of Graduate Studies Office.</p> <p>For those programs that are administered through a Faculty (as opposed to a Department) the term “Department” should be substituted by “Unit” within this document ( i.e. Department Head becomes Unit Head.)</p>	<p>0.</p>
<p><b>Section 1: Application, Admission, and Registration Policies</b></p> <p><b>1.1 Application and Admission Procedures</b></p> <p>The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies. <b>Applicants should contact the department to which they are applying for the procedures, requirements and departmental application deadlines in effect.</b></p> <p><b>Steps:</b></p> <p>1. A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies. Until such time as an application is complete is will not be considered.</p> <p>NOTE: International students need to pay special attention to the appropriate requirements with respect to transcripts (see application form for details).</p> <p>2. Applications are subsequently reviewed by the unit offering the program who will decide whether the applicant meets the unit’s criteria which include but are not limited to space, facilities, and advisors.</p> <p>3. Notification of recommended/rejected applications are sent to the Faculty of Graduate Studies who check that the applicant meets the eligibility requirements of the Faculty of Graduate Studies. The Faculty of Graduate Studies notifies applicants of their acceptance or rejection</p>	<p>1.</p> <p>The Master of Occupational Therapy (MOT) degree is a professional practice degree that can be obtained through participation in either a <u>Regular</u> program or an <u>Accelerated</u> program option. The Regular program option is for individuals who do not have a previous degree in occupational therapy. The Accelerated option is for occupational therapists who have a Bachelor of Medical Rehabilitation (Occupational Therapy) degree or equivalent.</p> <p>Completed official Faculty of Graduate Studies Application for Admission forms and required documentation must be submitted to the Faculty of Graduate Studies, 500 University Centre, Winnipeg, MB R3T 2N2.</p> <p><u>Regular Program</u> Applicants are also <u>required</u> to submit:</p> <ul style="list-style-type: none"> <li>➤ a one-page letter of introduction;</li> <li>➤ a resume outlining academic, volunteer and work experience;</li> <li>➤ a Master of Occupational Therapy <i>Category of Application</i> form.</li> </ul> <p>Applicants are <u>not required</u>:</p> <ul style="list-style-type: none"> <li>➤ to fill in section “Field of Special Interest”;</li> <li>➤ to fill in “Name of Preferred Supervisor”;</li> <li>➤ to have “Letters of Recommendation” or list referees on the application form;</li> <li>➤ to attach a list of academic awards, publications and/or any research or other relevant experience.</li> </ul> <p><u>Accelerated Program</u> Applicants are also <u>required</u> to submit:</p> <ul style="list-style-type: none"> <li>➤ a one-page letter of introduction;</li> <li>➤ a resume outlining academic, volunteer and work experience;</li> <li>➤ proof of having passed the CAOT Certification</li> </ul>

Faculty of Graduate Studies Regulation	Supplemental Regulation																																	
		<p>Exam or of eligibility for registration, in Manitoba, by the College of Occupational Therapists of Manitoba;</p> <ul style="list-style-type: none"> <li>➤ a Master of Occupational Therapy <i>Category of Application</i> form;</li> <li>➤ two letters of reference.</li> </ul> <p>Applicants are <u>not</u> required:</p> <ul style="list-style-type: none"> <li>➤ to fill in section “Field of Special Interest”</li> <li>➤ to fill in “Name of Preferred Supervisor”</li> </ul>																																
<p><b>Deadlines for Recommended Applications (from Departments to the Faculty of Graduate Studies)</b></p> <p>The following are the deadlines for receipt by the Faculty of Graduate Studies Office for recommendations from graduate departments.</p> <table border="1" data-bbox="38 621 756 753"> <thead> <tr> <th>Session</th> <th>Start Date</th> <th>Canadian/US</th> <th>International</th> </tr> </thead> <tbody> <tr> <td>FALL</td> <td>September</td> <td>July 1</td> <td>April 1</td> </tr> <tr> <td>WINTER</td> <td>January</td> <td>Nov. 1</td> <td>August 1</td> </tr> <tr> <td>SUMMER (May Start)</td> <td>May</td> <td>March 1</td> <td>December 1</td> </tr> <tr> <td>SUMMER (July start)</td> <td>July</td> <td>May 1</td> <td>February 1</td> </tr> </tbody> </table> <p><b>IMPORTANT:</b> Applicants <u>are</u> required to submit the application and documentation to the Faculty of Graduate Studies for an earlier date than is listed above. Applicants are advised to confirm the deadline of the department to which the application is being made. Contact information for each department can be found at <a href="http://umanitoba.ca/faculties/graduate_studies/admissions/index.html">http://umanitoba.ca/faculties/graduate_studies/admissions/index.html</a></p> <p>The deadlines are meant to accommodate the needs of students in securing appropriate documentation. Late applications will be considered for the next available start date.</p>	Session	Start Date	Canadian/US	International	FALL	September	July 1	April 1	WINTER	January	Nov. 1	August 1	SUMMER (May Start)	May	March 1	December 1	SUMMER (July start)	July	May 1	February 1	2.	<p><u>Regular Program Application Deadline</u></p> <table> <tr> <td>International applicants</td> <td>January 15<sup>th</sup></td> </tr> <tr> <td>Canadian applicants</td> <td>March 1<sup>st</sup></td> </tr> </table> <p>If space in the program permits, late applications may be considered.</p> <p><u>Accelerated Program Application Deadline</u></p> <table> <tr> <td>International applicants</td> <td>January 15<sup>th</sup></td> </tr> <tr> <td>Canadian applicants</td> <td></td> </tr> <tr> <td>    Fall Term</td> <td>March 1<sup>st</sup></td> </tr> <tr> <td>    Winter Term</td> <td>October 1<sup>st</sup></td> </tr> </table> <p>If space in the program permits, late applications may be considered.</p>	International applicants	January 15 <sup>th</sup>	Canadian applicants	March 1 <sup>st</sup>	International applicants	January 15 <sup>th</sup>	Canadian applicants		Fall Term	March 1 <sup>st</sup>	Winter Term	October 1 <sup>st</sup>
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Winter Term	October 1 <sup>st</sup>																																	
<p><b>Application Fee:</b></p> <p>This fee must accompany all admission applications:</p> <p>Canadian/Permanent Residents - \$90.00 (CDN)</p> <p>International Applicants - \$100.00 (CDN)</p>	3.																																	
<p><b>Transcripts:</b></p> <p>Applicants must arrange for official transcripts from all post-secondary institutions attended to be sent to the University of Manitoba. Applicants must ensure that the original transcripts bearing the university seal or attested copies are sent directly from their issuing university to the department to which they are applying. In cases where the transcript does/will not clearly state that a degree has been conferred, an official degree certificate is required to accompany the transcript. It is important that the transcript(s) be sent so as to arrive as soon as possible to coincide with the arrival of the application.</p>	4.	<p>Deadline for submission of complete and official transcripts to the Department is no later than June 10<sup>th</sup> (deadline may be extended to acquire a larger applicant pool).</p>																																
<p><b>Transcripts: International:</b></p> <p>Where academic records from a country other than Canada are produced in a language other than English the applicant must arrange for the submission of official literal translations of all records. To be official, original language documents and English translations must arrive together in envelopes which have been sealed and endorsed by the issuing institution.</p>	5.																																	
<p><b>Transcripts: University of Manitoba:</b></p> <p>University of Manitoba students may request student histories (unofficial academic records) to be mailed directly to the department or Graduate Studies free of charge. Some departments require official transcripts which may be obtained from the student records office, 400 University Centre (Please allow at least two weeks for delivery).</p>	6.	<p>University of Manitoba applicants <u>do not</u> need to forward official transcripts or student histories as they are accessed directly by the Department via a confidential reporting mechanism through the Registrar’s Office.</p>																																
<p><b>Proficiency in English:</b></p> <p>A successfully completed English Language Proficiency Test is required of all applicants unless they have received a high school diploma or university degree from Canada or one of the countries listed on the <a href="#">English Language Proficiency Test Exemption List</a> (below). If applicable, this score is required as a basis for admission and applicants will NOT be accepted subject to receipt of an acceptable score. Documented proof of either the above must be submitted with the application for admission. Please note: scores more than two years old are not acceptable. Thresholds required for successful completion are indicated in parentheses.*</p> <p>University of Michigan English Language Examination Assessment Battery MELAB (80%);</p>	7.																																	

Faculty of Graduate Studies Regulation	Supplemental Regulation																		
<p>Test of English as a Foreign Language TOEFL– Paper-based test (550); Computer-based test (213) ; Internet Based iBT (80);</p> <p>Canadian Test of English for Scholars and Teachers CanTEST (band 4.5 in listening and reading and band 4.0 in writing and oral interview);</p> <p>International English Language Testing System IELTS (6.5);</p> <p>Academic English Program for University and College Entrance AEPUCE (65%);</p> <p>Canadian Academic English Language Assessment (CAEL) (60 overall and 60 on each subset)</p> <p><i>Note:</i> 1. In addition, Foreign language students may be asked by the Department to complete the CanTEST prior to or following registration in the Faculty of Graduate Studies and, if need be, the Department may recommend remedial measures in language skills based on the results of the CanTEST.</p> <p>*2. Some departments may require a specific test or test scores greater than those indicated above.</p>																			
<p><b>English Language Proficiency Test Exemption List:*</b> Applicants holding secondary school diplomas and/or university degrees from the following countries are exempt from the English Language Proficiency Test requirement:</p> <table border="1"> <tbody> <tr> <td>Australia</td> <td>Nigeria</td> </tr> <tr> <td>Belize</td> <td>Puerto Rico</td> </tr> <tr> <td>English Speaking West Indies</td> <td>Singapore</td> </tr> <tr> <td>Canada</td> <td>South Africa</td> </tr> <tr> <td>Guyana</td> <td>United Kingdom</td> </tr> <tr> <td>Ireland</td> <td>U.S.A.</td> </tr> <tr> <td>Kenya</td> <td>Zambia</td> </tr> <tr> <td>Lesotho</td> <td>Zimbabwe</td> </tr> <tr> <td>New Zealand</td> <td></td> </tr> </tbody> </table> <p>* An updated list of additional countries exempt from the English Language Proficiency Test can be found at <a href="http://www.umanitoba.ca/graduate_studies/prospective/admissions/english.html">www.umanitoba.ca/graduate_studies/prospective/admissions/english.html</a></p>	Australia	Nigeria	Belize	Puerto Rico	English Speaking West Indies	Singapore	Canada	South Africa	Guyana	United Kingdom	Ireland	U.S.A.	Kenya	Zambia	Lesotho	Zimbabwe	New Zealand		8.
Australia	Nigeria																		
Belize	Puerto Rico																		
English Speaking West Indies	Singapore																		
Canada	South Africa																		
Guyana	United Kingdom																		
Ireland	U.S.A.																		
Kenya	Zambia																		
Lesotho	Zimbabwe																		
New Zealand																			
<p><b>Letters Of Recommendation:</b> Letters of Recommendation forms are available in the Faculty of Graduate Studies Office, 500 University Centre or on the Faculty of Graduate Studies website: <a href="http://www.umanitoba.ca/faculties/graduate_studies/formlist/referee.pdf">www.umanitoba.ca/faculties/graduate_studies/formlist/referee.pdf</a>. Two letters of recommendation must be sent to the department to which the student is applying in individual sealed envelopes with the referee's signature across the closing flap of the envelope. Applicants should check with the department to which they are applying as some departments require more than two Letters of Recommendation on a departmentally approved form.</p>	9.	Not required for MOT Regular program.																	
<p><b>Admission Tests:</b> Some departments require admissions tests, such as the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT). These requirements are listed in the Supplementary Regulations of the particular department, and if required, the scores must be submitted at the time of application.</p>	10.	Not required for MOT program.																	
<p><b>Entrance Requirements:</b> The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two previous years of full time university study (60 credit hours).</p> <p><i>Note:</i> This is the minimum requirement of the Faculty of Graduate Studies and departments may have higher standards and additional criteria.</p>	11.																		
<p><b>Eligibility of University of Manitoba Staff Members:</b> A staff member at the University above the rank of Lecturer or Instructor II is not eligible to register for a higher degree in the department in which the appointment is held.</p>	12.																		

Faculty of Graduate Studies Regulation	Supplemental Regulation	
<p><b>1.2 Registration Procedures</b></p> <p>Undergraduate students are not allowed to register in graduate courses; that is, admission to the Faculty of Graduate Studies is a condition for registration in courses at the 600/6000 level and above.</p> <p>All graduate students must initially register in the term specified in their letter of acceptance as specified in the Academic Schedule of the Graduate Calendar. Any student not registering within one term of acceptance will be required to re-apply for admission. In exceptional circumstances and with prior approval from the Department, a student may defer registration for up to one term following acceptance into the Faculty of Graduate Studies. In the case of International students, admission may be deferred, with prior approval from the Department, for up to one year following acceptance.</p> <p><b>All programs must be approved by the head of the major department or designate.</b> Approval to take courses from departments outside the major department must be obtained from the outside department.</p> <p>The approval or denial of admission and registration to two programs rests solely with the faculties/units concerned. The approval/denial must be submitted to the Faculty of Graduate Studies prior to the student's admission/ registration.</p> <p>Where a student does register in two programs the student must declare themselves as part-time in at least one of the programs. Students should note that completing a graduate program as a part-time student will affect their eligibility for the University of Manitoba Graduate Fellowship and may limit other funding possibilities.</p>	13.	Students admitted to the MOT program who are granted a deferral of registration must defer for a period of 1 year. No term deferrals are permitted.
<p><b>Re-Registration:</b> Any student whose program of study extends over more than one year must re-register for September of each succeeding year of his/her program until a degree is obtained (or in the case of Pre-Master's students their program is completed). <b>Failure to re-register will result in the termination of the student's graduate status.</b> A student who has been discontinued and would like to be considered for continuation in a program must re-apply for admission. The re-registration requirement does not apply to, Occasional students, or students on an Exceptional or Parental Leave of Absence, (please refer to the "Leave of Absence" section of this Guide).</p> <p><i>Note:</i> Registration is not complete until fee payment or fee payment arrangements have been made with the Comptroller in writing prior to the fee payment deadline dates. The notation 'student discontinued program' will be placed on the academic record of any graduate student who has failed to maintain continuous registration.</p>	14.	
<p><b>Registration Revisions:</b> For designated periods subsequent to registration, approved revisions and transfers may be made. It is required that students adhere to dates and deadlines as published in the Academic Schedule of the Graduate Academic Calendar.</p> <p><i>Note:</i> Graduate students are not allowed to withdraw from courses without written permission from their Department head on recommendation from their advisor/advisory committee approving the program change. The notation "student discontinued program" will be placed on the academic record of any graduate student who has withdrawn from courses without such approval.</p>	15.	
<p><b>Western Deans' Agreement:</b> This agreement was established in 1974 as an expression of co-operation and mutual support among universities offering Graduate programs in western Canada. Its primary purpose is the reciprocal enrichment of graduate programs throughout western Canada. This agreement is not intended to preclude other agreements between participating institutions.</p> <p>1. The Western Deans' Agreement provides an automatic tuition fee waiver for visiting students. Graduate students paying normal required tuition fees to their home institution will not pay tuition fees to the host institution.</p> <p>2. Students may be required to pay student, activity, application, or other ancillary fees to the host institution, according to general policies in effect at the host institution. Wherever possible, these fees will also be waived.</p>	16.	

Faculty of Graduate Studies Regulation	Supplemental Regulation
<p>3. Students will qualify for the fee waiver if they: present the "Authorization Form: Western Deans' Agreement" signed by the Dean or designate and the Department Head or Graduate Advisor of a participating Western institution specifying the courses to be taken for credit toward a graduate degree program at their home institution; are in good standing in a graduate program at the home institution; have paid all current and back fees at the home institution.</p> <p>4. Students must meet all requirements as prescribed by the host university's regulations, deadlines, class capacities, and course prerequisites.</p> <p>5. Registration is possible in courses at both the graduate and undergraduate levels, and in credit courses offered through distance education or other means. To be eligible, courses must be an integral part of the applicants' graduate degree program. Fee waiver is not permitted for audit or non-credit courses.</p> <p>6. Students must have the Authorization Form approved by the relevant Department Head and the Faculty of Graduate Studies at the host institution at least two weeks prior to the commencement of the course(s) requested. The fee waiver is not available retroactively.</p> <p>7. Students are subject to regulations of the home institution governing credit for the courses to be undertaken. As a condition of registration at the host institution, students will arrange for official transcripts from the host institution to be sent to the home institution confirming successful completion of courses selected.</p> <p>8. Students must send confirmation of registration and notice of any change to the graduate Records Office of the home institution at the time of registration or course change is completed.</p> <p>9. Students may not claim fee waivers under the terms of this Agreement for a period of more than 12 months total.</p> <p>10. Each institution has its own regulations regarding the maximum number of transfer credits permitted in a given degree program.</p> <p><i>Participating Universities:</i>  Athabasca University  University of Alberta  University of Brandon  University of British Columbia  University of Calgary  University of Lethbridge  University of Manitoba  University of Northern British Columbia  University of Regina  University of Saskatchewan  Simon Fraser University  University of Victoria</p> <p><i>Revised January 30, 1999</i></p>	
<p><b>1.3 Course Classifications</b></p> <p><b>General Classifications:</b>  Students who register through the Aurora Student Information System (SIS) must also have prior approval of the Department Head or designate. Students registering through the Aurora SIS should add only those courses that are a Major course in their program. Courses with Auxiliary "AX", Audit "AU", or Occasional "OS" status (see below) must be added by the department.</p> <p>AX Auxiliary course: Course is not a major requirement of the program but is required by the student's advisor.**</p> <p>AU Audit course: Course is not taken for credit. No grade is recorded.</p> <p>OS Occasional course: Course is not a requirement of the program.</p> <p>** Extra courses which are not actually part of the Master's or Ph.D. program but which are specified and required by the student's advisor, may be classified as AX (Auxiliary) and the grade will not be included in the degree GPA which appears on the transcript. However, AX course grades may be used in the calculation of the GPA for continuation in the program and a minimum grade requirement may be required for AX coursework by the Department. (Please</p>	<p>17.</p>

<b>Faculty of Graduate Studies Regulation</b>	<b>Supplemental Regulation</b>	
<p>consult the Departmental supplemental regulations.) Additionally, AX courses are used in the calculation of the GPA for the purposes of Admission and Awards. (NOTE: The University of Manitoba Graduate Fellowship (UMGF) and International Graduate Student Scholarship (IGSS) use AX courses in the calculation of the GPA.) The student's advisor and head of the unit must determine if there is a valid need for the registration in courses under the AX classification. A maximum of 12 credit hours under the AX course classification is permitted while registered in a given program.</p> <p><i>Note:</i> Changes in course classifications are regarded as course/program changes and may not be made without approval (refer to the "Registration Revision" section of this Guide.) or after the deadline dates for course changes as indicated in the Academic Schedule of the Calendar.</p>		
<p><b>Continuing Courses (CO)</b> For those graduate level courses (600/6000, 700/7000, 800/8000) which are being taken by students enrolled in the Faculty of Graduate Studies and which continue beyond the normal academic term, the instructor shall recommend that a mark classification of "CO" be used until such time as a final grade can be established. If the course is not completed by August 31, the student must re-register for the course(s).</p> <p>Graduate Level Courses (600/6000,700/7000,800/8000) which extend beyond normal academic term must be denoted as such in this <i>Calendar</i>.</p> <p>In the absence of an assigned mark of "CO", the student may receive mark of "F" in that term.</p> <p><i>Note:</i> 1. A CO will normally not be permitted longer than twelve months. 2. In exceptional circumstances, where a CO grade is requested for a second twelve months, at the time the CO grade is submitted on the examination register the instructor and Department head must also submit the "Recommendation for Continuing Status of a Course" form stating the reason for the CO and the deadline by which the course must be completed.</p>	18.	
<p><b>Incomplete Courses:</b> The student who is unable to complete the term work prescribed in a course may apply to the instructor prior to the end of lectures for consideration of a grade classification of "Incomplete". It is understood that the student is to write the final examination if one is scheduled for the course.</p> <p>Taking into account the results of the final examination, the value of the term work completed, and the extent of the incomplete term work, the instructor shall calculate the temporary grade using a zero value for incomplete work.</p> <p>Normally, the following maximum extensions are allowed: For courses terminated in April, August 1<sup>st</sup> For courses terminated in August, December 1<sup>st</sup> For courses terminated in December, April 1<sup>st</sup></p> <p>If a final grade is not reported within one month of the extension deadline, the letter "I" will be dropped and the grade will remain as awarded. The student will no longer have an opportunity to improve the grade. In no case will the satisfaction of the incomplete requirements result in a lower grade being awarded.</p>	19.	
<p><b>1.4 Student Status/Categories of Students</b></p> <p><b>Full-Time And Part-Time Students:</b> A student is considered to be full-time if: The student is planning to carry the normal academic load of the department during the registration period and; The student status is approved by the department head prior to the student declaring him/herself as a full-time student on the registration form or on the Registration System. Graduate students who do not meet the criteria specified for full-time students are designated as part-time students.</p>	20.	

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<p><b>Pre-Master's Or Qualifying Students:</b> In specific cases where the academic background of the student is judged to be insufficient for the given program in a unit, the department may recommend that the student be admitted to a pre-Master's program of study. The pre-Master's program is designed to bring the student's standing to approximately the level of an Honours graduate in the major department, and to provide any necessary prerequisites for courses.</p>	21.	
<p><b>Occasional Students:</b> A student wishing to take graduate courses with no intention of applying those toward an advanced degree at the University of Manitoba is classed as an occasional student. Occasional students must meet the same degree and grade point average entrance requirements as regular graduate students and must write final examinations in the courses taken (unless audited), but will not receive credit toward a degree. In special circumstances, an occasional student may apply for permission to proceed to a degree program and also apply for transfer, for credit, of courses taken in the occasional category.</p> <p><i>Note:</i></p> <ol style="list-style-type: none"> <li>1. Transfer of courses from the "occasional category" to a degree program is not automatic: request for advance credit may be made within the first year of a degree program.</li> <li>2. Fees paid by a student while registered as an occasional student are not transferable, at a later date, to a degree program.</li> <li>3. Registration in the occasional student category can be for no more than one academic year without reapplication.</li> <li>4. Graduate level course work must be taken while registered as an occasional student.</li> </ol>	22.	
<p><b>Joint Masters (With The University Of Winnipeg):</b> The University of Manitoba and the University of Winnipeg offer three joint Master's programs in History, Religion, and Public Administration. The University of Manitoba Faculty of Graduate Studies is responsible for the administration of the joint programs and students complete the regular University of Manitoba application and registration forms. Students taking Pre-Master's qualifying work for these programs register at the University where the courses are being taken.</p>	23.	
<p><b>Visiting Students:</b> Visiting students are students who are registered at another institution who are taking one or more courses at the University of Manitoba on a Letter of Permission from their home university.</p>	24.	
<p><b>Provisional (Admission):</b> A new student is allowed provisional status in a program for up to one term from the time of registration. Registration for additional terms in that program will not be permitted until the provision is cleared. Provisional registration may be for such reasons as missing or incomplete documentation, lack of complete or appropriate academic background, etc.</p>	25.	
<p><b>SECTION 2: Academic Performance - General</b></p> <p><b>Students are ultimately responsible for ensuring that they meet degree and program requirements.</b> The advisor (co-advisor), advisory committee and the department must ensure that each student follows the guidelines and meets the program requirements. The Faculty of Graduate Studies performs a final check of program requirements for each student just prior to graduation. Students are cautioned, therefore, to check all regulations with respect to the degree requirements. Failure to meet all the requirements will result in failure to graduate.</p> <p>Any student re-registering in the period between receiving unsatisfactory grades and a decision by the Faculty of Graduate Studies on a deficiency does so at his/her own risk.</p> <p>Departments may make recommendations with regard to the regulations concerning minimum academic performance; however, enforcement of academic regulations rests with the Faculty of Graduate Studies. The following procedures apply to recommendations made by departments:</p> <p>The department is responsible for informing the Faculty of Graduate Studies when a student's performance is unsatisfactory in research or course work and the department must describe any recommended remedial action(s).</p> <p>The department must notify the student of the deficiency and of their recommendation.</p>	26.	

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<p>If the student fails to satisfy any remedial action recommended, the student will be required to withdraw from the program.</p> <p><i>Note:</i> When a graduate student is required to withdraw from a program of study, the notation on the academic record will be: "Required to withdraw:"</p> <p>Voluntary withdrawal from a program is not permitted once the grades have been declared and indicate that the student has failed to achieve the required minimum.</p> <p>Departmental recommendations will supersede student requests for voluntary withdrawal.</p> <p>A student who has been required to withdraw from a graduate program at The University of Manitoba may be permitted to enroll in another graduate program only if the application for admission is approved by the Dean of Graduate Studies or designate.</p> <p><b>Academic Performance:</b> Student progress shall be reported annually to the Faculty of Graduate Studies on the "Annual Progress Report Form". Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation by the Department head to the Dean of Graduate Studies.</p>		
<p><b>Performance in Course Work:</b> A minimum degree grade point average (degree GPA) of 3.0 with no grade below C+ must be maintained for continuance in the Faculty of Graduate Studies. Departments may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a departmental remedial recommendation (as outlined below) is approved by the Dean of Graduate Studies.</p> <p>A student may be permitted to remove deficiencies in grades by repeating the course or taking an equivalent substitute course only once for each course to a maximum of 6 credit hours of course-work. If a course is repeated or replaced, the highest grade obtained will be used in the determination of the degree grade point average.</p> <p><i>Note:</i> In exceptional circumstances, the major department may appeal to the Faculty of Graduate Studies for approval of remedial recommendation(s) falling outside those prescribed above.</p> <p>Students receiving a grade of C or less in more than 6 credit hours of coursework are required to withdraw.</p> <p>In general, supplemental exams are not permitted to students in the Master's or Ph.D. program.</p> <p>All actions taken administratively are to be reported, in summary form to the Faculty of Graduate Studies Executive Committee.</p>	27.	
<p><b>SECTION 3: General Regulations: Pre-Master's</b></p> <p><b>Admission and Requirements</b> Graduates of bachelor degree programs with a minimum grade point average (GPA) of 3.0 in the last two full years of university study will be considered for admission to a pre-Master's program. These are the minimum requirements of the Faculty of Graduate Studies. Departments may specify higher or additional criteria. <b>Admission to a pre-Master's program does not guarantee future admission to a Master's program.</b> As the Pre-Master's program of study is intended to bring a student's background up to the equivalent of the required 4-year degree, departments should assign to students, as part of their Pre-Master's program of study, an appropriate number of applicable upper level (300/3000 or 400/4000) undergraduate courses. In exceptional circumstances and upon prior approval by the Graduate Dean, 700/7000 level courses may be considered for inclusion in the Pre-Master's program of study for those students who hold a 4 year degree. Courses taken as part of the pre-Master's program may not be transferred to a Master's program at a later date.</p>	28.	
<p><b>Academic Performance:</b> 1. The department head or designate is responsible for assigning the courses and monitoring the progress of each student.</p>	29.	

Faculty of Graduate Studies Regulation	Supplemental Regulation	
<p>2. A minimum degree grade point average of 3.0 with no grade below C+ must be maintained for continuance in pre-Master's study. Students who fail to maintain this standing will be required to withdraw unless a departmental remedial recommendation (as below) is approved by the Dean of Graduate Studies.</p> <p>3. Students deficient in 6 hours of credit or less may be permitted to write a supplemental examination (when offered) in courses in which a grade of C or less was obtained.</p> <p>4. Students deficient in 6 hours of credit or less with a grade of C, D, or F in a course or courses may be permitted, if the overall average is C or better, to write one supplemental examination in each course (when offered), to repeat the courses, or to take equivalent substitute courses.</p> <p><i>Note:</i> In exceptional circumstances, when a student is deficient in more than 6 credit hours, the student may be permitted to repeat the pre-Master's year or to write supplemental examinations (when offered) or to substitute equivalent course work in order to make up the deficiencies.</p> <p>A student may be permitted to repeat the pre-Master's year only once, and to remove deficiencies in grades by writing supplemental examination or repeating courses only once for each course to a maximum of 9 credit hours of course work.</p> <p>If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA.</p> <p>The degree GPA is cumulative in a pre-Master's program if more than one year is required to complete the course requirements.</p> <p>All action taken administratively is to be reported in summary form to the Faculty of Graduate Studies Executive Committee.</p>		
<p><b>SECTION 4: General Regulations: Master's</b></p> <p><b>Diploma Programs:</b> The regulations for the Master's program shall also prevail for diploma programs. Students should also consult the department supplemental regulations regarding diploma programs.</p> <p>Individual departments may have additional regulations that supplement these general regulations. All such supplementary procedures and regulations must be approved as specified by the By-Laws of the Faculty of Graduate Studies, be published and available to students, and kept on file in the Faculty of Graduate Studies Office.</p>	30.	
<p><b>Admission:</b> Applicants must hold the following minimum requirements for consideration of direct admission to a program of study leading to the Master's degree:</p> <p>-A four year bachelor's degree (or academically equivalent program) from an academic institution recognized by the Faculty of Graduate Studies. (Students who have completed the pre-Master's program or equivalent from the University of Manitoba or another recognized university are also eligible for admission.)</p> <p>-Minimum GPA of 3.0 (or the equivalent) based on the last 60 credit hours (or two full years or equivalent) of university study.</p> <p>-Successful completion of appropriate course content for the graduate program to which application is being made, and adequate senior level courses to ensure preparation for graduate work in the chosen field.</p>	31.	<p>The Admissions and Selection Committee will review all applicants and select an annual quota of up to 50 students. Students are selected on a competitive basis using the entry requirements and ranking criteria indicated below. In addition, Canadian Aboriginal people who meet all entry requirements will be given priority for up to 15% of the enrolment quota. Eligible applicants will be considered in the following order of priority:</p> <ol style="list-style-type: none"> <li>1) Manitoba applicants</li> <li>2) Canadians who reside in other provinces or territories</li> <li>3) others</li> </ol> <p><u>Regular Program Entry Requirements</u></p> <ul style="list-style-type: none"> <li>➤ completion of a 3 or 4 year undergraduate degree;</li> <li>➤ minimum B (3.0) average in last 60 credit hours of study;</li> <li>➤ completion of the following pre-requisite courses or equivalents*, with no grade below a C (2.0):             <ul style="list-style-type: none"> <li>• Introduction to Psychology</li> <li>• Introduction to Sociology</li> <li>• Basic Statistical Analysis</li> <li>• Anatomy of the Human Body with a Lab</li> <li>• Physiology of the Human Body</li> </ul> </li> </ul>

Faculty of Graduate Studies Regulation	Supplemental Regulation	
		<ul style="list-style-type: none"> <li>• Child Development</li> <li>• Developmental Psychology Adolescence to Old Age</li> </ul> <p><i>*A list of pre-requisite courses and equivalents is available from the MOT Program Admissions and Selection Committee Chair.</i></p> <p>Selected eligible applicants are interviewed and are ranked within their priority group as listed above, using an equal weighting of:</p> <ol style="list-style-type: none"> <li>1) AGPA of pre-requisite course grades</li> <li>2) interview score</li> </ol> <p>Successful applicants who accept an offer of admission to the Master of Occupational Therapy program must submit the following documentation within the first 2 weeks of classes of the year in which they are admitted. No student will be allowed to participate in fieldwork placements without this documentation.</p> <ul style="list-style-type: none"> <li>➢ completed Health Examination Form and Immunization Record Form;</li> <li>➢ current Level C certification in Basic Rescuer Cardio Pulmonary Resuscitation (CPR);</li> <li>➢ recent Criminal Record Check;</li> <li>➢ recent Child Abuse Registry Check.</li> <li>➢ A Certificate in Emergency First Aid is strongly recommended but not required.</li> </ul> <p><u>Accelerated Program Entry Requirements</u></p> <ul style="list-style-type: none"> <li>➢ completion of a BMR (OT) degree or equivalent;</li> <li>➢ minimum B (3.0) average in last 60 credit hours of study;</li> <li>➢ successful completion of 42 non-BMR(OT) degree credit hours;</li> <li>➢ evidence of having passed the Canadian Association of Occupational Therapists certification examination and/or eligibility for registration in Manitoba by the College of Occupational Therapists of Manitoba</li> </ul>
<p><b>Student’s Advisor/Co-Advisor:</b> Each Master’s student should have an advisor upon entry into the program, and must have one assigned no later than one term following registration. The advisor is approved by the Department head, must be a member of the Faculty of Graduate Studies, be active in research, have expertise in a discipline related to the student’s program, and hold at least a Master’s degree or equivalent. Any exceptions or special circumstances must be recommended by the Head of the major department and approved by the Dean of the Faculty of Graduate Studies. It is the responsibility of the Department head to determine whether faculty members meet these criteria, and also to report on equivalency as necessary. In special circumstances, an advisor and co-advisor upon approval of the department head may advise a student. The advisor and co-advisor must be members of the Faculty of Graduate Studies. (Refer to 2.2.2.1 Membership in the document Governance of the Faculty of Graduate Studies.)</p> <p>The advisor will advise the student on a program of study, direct research, and supervise the thesis or practicum work. In departments where the choice of thesis/practicum topic and thesis/practicum advisor are postponed for some time after a student’s entry into the program, the Department head shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.</p> <p><i>*Note: When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements). The co-advisors will usually be identified together at the beginning of a student’s program. However, in some circumstances the need for a co-advisor may arise mid-way through a student’s program. In all instances the Faculty of Graduate Studies must be informed of the co-assignment. Both co-advisors’ signatures are required on all documents where the advisor’s</i></p>	<p>32.</p>	<p>In the MOT course-based entry-level professional program, the Program Advisor’s role is to advise students on how best to achieve their academic goals. The Advisor is responsible for monitoring the student’s academic and fieldwork progress including monitoring the development of the student’s professional portfolio.</p> <p>Program Advisors must have a Master’s degree or equivalent (e.g., relevant and sufficient clinical/teaching experience).</p>

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signature is required.		
<p><b>Advisory Committee (Master's)</b></p> <p>In those Departments that specify that a Master's advisory committee is required, the committee must consist of at least one person whom holds a primary appointment from within the major department. Additional specifications regarding the advisory committee are found in the departmental supplemental regulations.</p>	33.	
<p><b>Program Requirements:</b></p> <p>All students must complete one of the following programs of study for the Master's degree (unless otherwise specified in the approved departmental supplemental regulations):</p>	34.	<p><b><u>Regular Program</u></b></p> <ul style="list-style-type: none"> <li>➤ minimum of two calendar years of course work and fieldwork experience (107 credit hours)**</li> <li>➤ preparation of a professional portfolio</li> </ul> <p>**Required courses:</p> <p><u>Year 1</u></p> <p>OT 6100 Human Determinants of Occupational Performance - 6 cr  OT 6110 Theoretical and Philosophical Foundations of Occupational Therapy - 3 cr  OT 6120 Health and Disability - 3 cr  OT 6130 Occupational Therapy Practice Skills 1 - 3 cr  OT 6140 Enabling and Professional Development Skills - 7 cr  OT 6190 Fieldwork Preparation – 1 cr  OT 6200 Basic Fieldwork - 4 cr  OT 6300 Occupational Analysis and Adaptation - 4 cr  OT 6310 The Environment and Occupational Performance - 4 cr  OT 6320 Health Conditions and Occupational Performance - 4 cr  OT 6330 Occupational Therapy Practice Skills 2 - 4 cr  OT 6350 Research Methods for Evidence Based Practice - 4 cr  OT 6400 Intermediate Fieldwork 1 - 8 cr</p> <p><u>Year 2</u></p> <p>OT 7540 Advanced Enabling and Professional Development Skills 1 - 4 cr  OT 7560 Occupational Therapy Process Across the Lifespan 1 - 6 cr  OT 7570 Advanced Practice in OT 1 - 6 cr  OT 7600 Intermediate Fieldwork 2 - 8 cr  OT 7740 Advanced Enabling and Professional Development Skills 2 - 4 cr  OT 7750 Independent Study - 6 cr  OT 7760 Occupational Therapy Process Across the Lifespan 2 - 6 cr  OT 7770 Advanced Practice in OT 2 - 6 cr  OT 7800 Advanced Fieldwork - 6 cr</p> <p><b><u>Accelerated Program</u></b></p> <ul style="list-style-type: none"> <li>➤ 12 credit hours of academic course work from the MOT program or equivalent. Six of these credit hours are to be Independent Study course OT 7750 or equivalent.</li> <li>➤ preparation of a professional portfolio</li> </ul>
<p><b>Thesis/Practicum Route:</b></p> <p>A minimum of 12 credit hours of course work plus a thesis or practicum. The minimum must include at least 6 credit hours at the 700/7000 level with the balance of the coursework at the 300/3000 level or above. A maximum of 24 credit hours of coursework is allowed toward the thesis/ practicum based Master's program.*</p> <p><b>Comprehensive Examination Route:</b></p> <p>A minimum of 24 credit hours of course work and comprehensive examination(s). The minimum</p>	35.	Not applicable for MOT program.

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<p>must include at least 12 credit hours at the 700/7000 level or above with the balance of the coursework at the 300/3000 level or above, or, in exceptional circumstances and upon approval of the Dean of Graduate Studies, the 200/2000 level. A maximum of 48 credit hours of coursework is allowed toward the comprehensive examination based Master's program.*</p> <p>*Unless professional accreditation requirements or existing supplemental regulations indicate otherwise.</p> <p><i>Notes:</i> The program of study is determined by the major department and may include requirements in addition to those specified above. All departmental supplemental regulations require prior approval of the Faculty of Graduate Studies.</p> <p>For historical reasons, the following thesis/practicum based programs are subject to the same min/max credit hour restrictions as for the comprehensive-based Master's: Master of Nursing, Master of Architecture, Master of City Planning, Master of Landscape Architecture, Master of Natural Resource Management.</p>		
<p><b>Language Reading Requirements:</b> Some departments specify a language requirement for the Master's degree. Students are advised to check departmental supplemental regulations regarding this requirement.</p>	36.	
<p><b>Advance Credit:</b> Advance credit for courses completed prior to admission to a Master's program will be considered on an individual basis. The student's major department makes the request to the Faculty of Graduate Studies by completion of the "Recommendation for Advance Credit (Transfer of Courses)" form.</p> <p><i>Note:</i> Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section).</p> <p>No more than half of the required course work for the program can be given advance credit.</p> <p>A course may not be used for credit toward more than one degree, diploma or certificate.</p> <p>For thesis/practicum-oriented programs the student must complete the thesis/practicum at The University of Manitoba.</p> <p>For the comprehensive examination route, the student must complete the comprehensive examination(s) at the University of Manitoba.</p> <p>Regardless of the extent of advance credit received, all students are required to pay the program fee.</p>	37.	
<p><b>Transfer Credit:</b> Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. Courses must be approved for transfer to the program of study by the major department and the Faculty of Graduate Studies before the student may register for them. This permission is granted in the form of a Letter of Permission, which may be obtained by making application to the Student Records Office.</p> <p>Transfer credit (courses taken at other universities while registered in a program at the University of Manitoba) is granted as follows: For Master's students, transfer credit must not exceed 50% of the minimum credit hours of coursework required for the program.</p> <p><i>Note:</i> Students seeking a Master's degree from The University of Manitoba must complete at least 50% of their required program coursework at The University of Manitoba.</p>	38.	
<p><b>Minimum Time Requirement:</b> The minimum time for students engaged in full-time study in the Master's program is equivalent to two terms. Most departments require more than this.</p>	39.	<p>The MOT <u>Regular program</u> is 22 months in duration.</p> <p>Students normally complete the MOT <u>Accelerated program</u> in 1 year.</p>
<p><b>Maximum Time Limits:</b> The maximum time allowed for the completion of the Master's degree except where indicated in specific units is as follows:</p>	40.	<p>Exceptions to these time limits may be permitted, due to mitigating circumstances, at the discretion of the Occupational Therapy Department Head, in</p>

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<p><i>Note:</i> Each department may have supplementary regulations for maximum time limits.</p> <p>2 years: Master of Laws</p> <p>3 years: Master of Occupational Therapy (accelerated program).</p> <p>6 years: Master of Business Administration, Master of Public Administration, Master of Education, Master of Nursing, Master of Social Work and Master of Engineering.</p> <p>5 years: All other Master's degree and diplomas</p> <p>Recommendations for extensions of time to complete the degree will be considered on an individual basis and must be approved by the Dean of Graduate Studies <u>at least four months</u> prior to expiration of the respective maximum time limit.</p> <p><i>Note:</i> A student who has not completed the degree requirements within the time limit or within the time limit of the extension (see also sections: "Extension of Time to Complete Program of Study" and "Leave of Absence") will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw: time to complete program expired".</p>		<p>consultation with the Program Advisor and where appropriate, the MOT Student Progress Committee, and must be approved by the Dean of Graduate Studies.</p>
<p><b>Lapse of Credit of Courses:</b> Courses completed more than eight years prior to the date of awarding of a degree may not normally be used for credit toward that degree.</p>	41.	
<p><b>Academic Performance:</b> Student progress shall be reported annually to the Faculty of Graduate Studies on the "Annual Progress Report Form". Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation by the Department head, to the Dean of Graduate Studies.</p>	42.	
<p><b>Performance in course-work:</b> A minimum degree grade point average of 3.0 with no grade below C+ must be maintained for continuance in the Master's program. Students who fail to maintain this standing will be required to withdraw unless the Dean of Graduate Studies approves a departmental remedial recommendation (refer to the section: Academic Performance – General).</p>	43.	<p><b><u>Regular Program</u></b> The MOT program is a 107 credit hour program of required courses. The curriculum plan includes an integrated lock-step schedule of 4 academic and 4 fieldwork experience components. The mix of academic and fieldwork experiences reflects the development of a student as a professional and is intended to incrementally advance the knowledge, skills and attitudes of the learner. Progression through each component from first to last is the normal progression through the program. Students must successfully complete all courses in the program in order to graduate.</p> <p><b><u>Academic Integrity</u></b> Students will be required to attest, cite and credit sources for all work done in connection with assignments or independent study projects. Any items not produced by the student must be credited to the source by name, and if from a published source, this source must be cited by author, title, publisher, date and page. Students are also referred to the Academic Dishonesty clause of the Faculty of Graduate Studies Regulations and to the Plagiarism and Cheating clause in the General Academic Regulations and Policy section of the Graduate Calendar.</p> <p><b><u>Deficient Grades</u></b> <b><u>Fieldwork Courses:</u></b> Students <u>may be permitted</u> to repeat one failed fieldwork course over the duration of the program. Students who fail more than one fieldwork course will be required to withdraw from the program.</p> <p><b><u>Academic Courses:</u></b></p>

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	<p>Normally, students who obtain a grade of C (2.0) or less in an academic course(s) <u>may be provided</u> the opportunity to address the deficiency, through either a supplemental exam or a repeat of the course. Both opportunities may be used for one course if a student is unsuccessful in a supplemental exam, however, students are permitted only <u>one</u> repeat and only <u>one</u> supplemental exam throughout the duration of the program. The passing grade of a supplemental exam is C+ (2.5). Students who fail more than two academic courses in the program will be required to withdraw from the program.</p> <p><b><u>Progress While Dealing With Deficiencies***</u></b></p> <p>1. <b><u>Progression Following a Deficiency in a Fieldwork Course:</u></b>  A student receiving a fail in a fieldwork course must successfully complete a repeat of that fieldwork course prior to progressing to the next level of fieldwork. Similarly, a student who defers a fieldwork course or who voluntarily withdraws from a fieldwork course must successfully complete that fieldwork course prior to progressing to the next fieldwork course.</p> <p>Normally, a student receiving a fail in a fieldwork course, or who voluntarily withdraws from or defers a fieldwork course <u>is permitted</u> to progress into the next academic portion of the curriculum prior to repeating or completing the deficient fieldwork course.</p> <p>2. <b><u>Progression Following a Fail in an Academic Course(s):</u></b></p> <p>a) <b><u>Progression Into Subsequent Academic Course(s):</u></b>  In general, students will not be permitted to progress from one academic component of the program to the next academic component without successfully completing preceding academic course work.</p> <p>b) <b><u>Progression into Subsequent Fieldwork Course(s):</u></b> Because fieldwork components of the program are closely juxtaposed to academic components, students <u>are permitted</u> to proceed into fieldwork courses without having received official grades in preceding academic course work. If it is determined, once official academic grades are available, that a student received a fail in preceding academic course work and subsequently was granted supplemental or repeat privileges, then that student <u>may be permitted</u> to continue in the fieldwork course.</p> <p>When it is known prior to the start of a fieldwork course that a student has received a fail and been granted a supplemental examination or repeat in preceding academic course work, that student <u>may be permitted</u> to progress into the fieldwork course prior to writing</p>

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	<p>the supplemental examination or repeating the course.</p> <p>3. <u>Progression Following a Fail in a Supplemental Evaluation:</u>                      A student who fails a supplemental evaluation <u>may be permitted</u> to repeat the failed course when it is next offered in the program.</p> <p>A student who fails a supplemental evaluation and/or is offered a repeat of a failed course <u>may be permitted</u> to proceed into selected courses in the next academic component prior to successful completion of the repeated course, at the discretion of the Student Progress Committee on recommendation of the Occupational Therapy Department Head. The Department Head will consult with the student's Program Advisor and course coordinators prior to recommending selected courses.</p> <p>***See Appendix A for additional information contained in the Student Progress Committee Guidelines.</p> <p><u>Progression into Advanced Fieldwork Course</u>                      Progression into the Advanced Fieldwork course is permitted <u>only</u> once a student has a) successfully completed all previous fieldwork courses, and b) successfully completed or is nearing completion of all academic coursework. Progression into Advanced Fieldwork will be determined by the Academic Fieldwork Coordinator, or designate, in consultation with the Occupational Therapy Department Head, relevant course coordinator(s), and the student's Program Advisor. This ensures that a student completes the final fieldwork experience just prior to graduation and entry into occupational therapy practice.</p>
<p><b>Performance not related to Course Work:</b>                      Students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in the departmental Supplementary Regulations and must be reported to the Faculty of Graduate Studies on the "Annual Progress Report Form". Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department head to the Dean of Graduate Studies.</p>	<p>44. <u>Professional Behaviour</u>                      As an entry to practice professional degree program, there are program expectations designed to ensure that students in the program are developing the competencies and accountability standards that reflect the public expectation of practicing professionals in the field. As such, students are expected to take responsibility for their learning and to document their progress in a portfolio, and to adhere to policies of attendance and participation related to classes and fieldwork placements.</p> <p><u>Personal Integrity</u>                      Each student must provide results of a Child Abuse Registry Check and a Criminal Record Check.</p> <p>Any student who demonstrates behaviour with respect to other students, colleagues, faculty, clients or the general public that is exploitative, irresponsible, or destructive or unsafe in connection with any work engaged in while enrolled in the program will be subject to discipline as described in the University of Manitoba Student Discipline By-Law:  <a href="http://umanitoba.ca/admin/governance/governing_documents/students/discipline/index.html">http://umanitoba.ca/admin/governance/governing_documents/students/discipline/index.html</a></p>

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		In addition, the Department of Occupational Therapy has developed Procedures for Safe and Ethical Professional Practice to ensure appropriate participation in fieldwork environments. See Appendix B.
<p><b>Course or Program Changes:</b> Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor and/or advisory committee and Department head. Withdrawal from courses or changes of course category without such approval will result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	45.	<p><u>Voluntary Withdrawals</u> At the discretion of the Occupational Therapy Department Head, in consultation with relevant course coordinator(s) and the student's Program Advisor, a student may be permitted <u>up to</u> a maximum of 2 VW's from academic courses and 1 VW from a fieldwork course across the duration of the program.</p> <p>A student who voluntarily withdraws from a course (academic or fieldwork) <u>may be permitted</u> to proceed into selected courses in the next academic/fieldwork component prior to successful completion of the VW course, at the discretion of the Student Progress Committee and on recommendation of the Occupational Therapy Department Head. The Department Head will consult with the student's Program Advisor and relevant course coordinator(s) prior to recommending selected courses.</p> <p>Voluntary Withdrawal dates for academic and fieldwork courses will be established in conjunction with the Registrar's Office and published in the Department of Occupational Therapy Student Handbook on an annual basis.</p> <p>Students will not normally receive a monetary refund for VW courses as payment to the University for the MOT Program is determined on a "program fee" basis rather than on a "course fee" basis.</p>
<p><b>Deadlines For Graduation:</b> The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copies of the thesis/practicum); comprehensive examination; or M. Eng. Project, must be submitted to the Faculty of Graduate Studies Office by the appropriate deadline. For those programs that do not have a culminating exercise (thesis/practicum/comprehensive examination/M.Eng. project) the unit must forward potential graduate names to the FGS by the deadline. The deadline for each of the graduation dates is published in the Academic Schedule of the Graduate Calendar. Extensions to these deadlines will be considered in exceptional circumstances only.</p>	46.	
<p><b>Academic Requirement for Graduation:</b> A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.</p>	47.	
<p><b>Comprehensive Examination:</b> The regulations governing comprehensive examinations, where required, are specified in the supplementary regulations of the major department. No student may sit for those examinations more than twice. The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the appropriate form in the terms 'approved' or 'not approved'.</p> <p><i>Note:</i> Any student who receives "not approved" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.</p>	48.	Not applicable for MOT program.
<p><b>Thesis Proposal/Practicum Plan</b> Each student is required to develop a thesis proposal/practicum plan in his or her chosen field of study. Normally, the thesis is developed under the mentorship of the advisor/co-advisor. The advisor/advisory committee/department head/grad chair must formally approve the thesis</p>	49.	Not applicable for MOT program.

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<p>proposal. (Each department may have specific guidelines regarding the theses proposal). Research involving human or animal subjects requires ethical approval prior to initiation of research. Please refer to the appropriate ethics review committee.</p>		
<p><b>4.1 Thesis and Practicum Regulations</b></p> <p><b>General:</b> Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis.</p> <p><b>Practicum versus thesis:</b> While the practicum differs from the thesis in its emphasis on the application of theory, it is similar in scope, span, and rigor. The weight of work required for the practicum is equal to that required for the Master's thesis. In general, the practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. The requirements are specified by the departments concerned.</p> <p><b>Style and format:</b> The thesis/practicum must be written according to a standard style acknowledged by a particular field of study and recommended by the major department, be lucid and well-written, and be reasonably free from typographical and other errors.</p> <p>Copies of the thesis/practicum must be submitted in good, clear type. As long as all copies are clearly legible, the thesis/practicum may be reproduced by a method that is presented in the "Thesis Guidelines Booklet" which is available in the Faculty of Graduate Studies and also available on the web: <a href="http://www.umanitoba.ca/graduate_studies">www.umanitoba.ca/graduate_studies</a>. Minimum paper weight is 16 lb. Bond or equivalent; minimum left margin is 3.8 cm (1.5 inches), other margins are 2.5 cm (1 inch). Wherever possible, these margins should be adhered to for illustrative materials. <u><a href="#">A thesis guideline booklet is available from the Faculty of Graduate Studies Office for additional information.</a></u></p> <p><b>Deadlines and Details for submissions of final copies:</b> The Academic Schedule in the Graduate Calendar should be consulted regarding dates by which theses/practica must be submitted. Following the approval of the thesis/practicum by the examining committee and the completion of any revisions required by that committee, the thesis must be submitted to the Faculty of Graduate Studies in one of the following ways:</p> <p>a) two paper copies to the Faculty of Graduate Studies Office in unbound form, enclosed in an envelope or folder. Note: Only one copy need be single-sided.</p> <p>b) one paper copy (that is single sided) to the Faculty of Graduate Studies Office in unbound form, enclosed in an envelope or folder, and one electronic copy of the paper version submitted as an electronic thesis/dissertation (ETD) at the MSpace website: <a href="https://mspace.lib.umanitoba.ca/index.jsp">https://mspace.lib.umanitoba.ca/index.jsp</a></p> <p>Note: In those cases where one copy of the thesis is submitted electronically and following approval of the Dean of Graduate Studies, part of that thesis/practicum (paper copy) may be submitted in electronic format, including CD-ROM. Further details with regard to the format may be provided in the Supplementary Regulations of the department. Complete information regarding the software used to produce the electronic portion of the thesis/practicum must be included. (Details are provided in the Thesis Guideline booklet)</p> <p>The thesis/practicum copies are required for the University Library and remain the property of The University of Manitoba.</p>	50.	
<p><b>4.2 Thesis/Practicum Examination Procedures</b></p> <p><b>Examining Committee:</b> The student's advisor will recommend a suggested thesis/practicum examining committee to the Department head for approval, which shall then be reported to the Faculty of Graduate Studies Office on the "Master's Thesis/ practicum Title and Appointment of Examiners" form. The committee must consist of a minimum of three examiners. At least two examiners must be members of the Faculty of Graduate Studies. One examiner must hold a primary appointment from within the major department and one examiner must be external to the department. All examiners must be deemed qualified by the Department Head and willing to serve .</p>	51.	

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<p><i>Note:</i> The external member should be considered arm's length to the department. While the definition of "arm's length" is left to the discretion of the department, be advised that justification may be required by the Faculty of Graduate Studies for this selection.</p>		
<p><b>Distribution and Examination:</b> The head of the major department will arrange for the distribution of the thesis/practicum to the examiners and will notify the Faculty of Graduate Studies Office at the time that the thesis/practicum has been distributed for examination. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:</p> <p>Acceptable without modification or with minor revision(s); Acceptable subject to modification and/or revision(s); Not acceptable</p> <p><i>Note:</i> 1. The examining process should be completed within one month of distribution of the thesis/practicum. 2. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination.</p>	52.	
<p><b>Oral Examination:</b> Normally, students must pass an oral examination on the subject of the thesis/practicum and matters relating thereto. The form of the oral examination will be as prescribed by the Supplementary Regulations of the major department. The oral examination shall be open to all members of the University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/ practicum research must be kept confidential for a period of time. In such cases, the examining committee and Department head shall recommend such action to the Dean of Graduate Studies who shall then approve that the final examination be closed to all but the examining committee and the Dean of Graduate Studies (or designate).</p>	53.	
<p><b>Final Approval/Rejection:</b> Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum to determine the nature of and procedures for approval of any revisions that will be required prior to submission to the Faculty of Graduate Studies. The advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee. The Faculty of Graduate Studies will accept the thesis/practicum only when it is submitted with a signed statement from the advisor that the required revision has been completed.</p> <p><i>Note:</i> A student whose Master's thesis or practicum has been rejected twice will be required to withdraw.</p>	54.	
<p><b>Final Report:</b> The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved". Such verdicts must be unanimous, and each examiner must indicate, by his/her signature, concurrence with the verdict. Anything less than unanimity shall be considered a failure. In the case of a failure for the thesis/practicum at the Master's level a detailed written report will be prepared by the Chair and made available to the candidate and also submitted to the Faculty of Graduate Studies.</p> <p>The candidate will be recommended for the Master's degree upon the receipt by the Faculty of Graduate Studies of favorable results of the thesis or practicum committee and when the corrected copies of the thesis or practicum are submitted to the Faculty of Graduate Studies, assuming all other program requirements have been met.</p>	55.	
<p><b>4.3 Publication and Circulation of Thesis/Practicum:</b> Every graduate student registering in a thesis/practicum Master's program at The University of Manitoba shall be advised that, as a condition of being awarded the degree, he/she will be required to grant a license of partial copyright to the University and to the Library and Archives Canada for any thesis or practicum submitted as part of their degree program.</p> <p><b>Notes:</b> This license makes the thesis/practicum available for further research only. Publication for</p>	56.	

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<p>commercial purposes remains the sole right of the author.</p> <p>The forms and conditions pertaining to these license agreements are available at the Faculty of Graduate Studies Office. Note that this and other related regulations may give rise to important questions of law, and students may need additional legal advice on the copyright laws of Canada and/or other countries. Students who wish to obtain legal advice concerning their subsequent rights are advised to do so prior to signing the agreements. Signing of the license agreements is normally done after the contents of the thesis/practicum have been delineated and the importance of copyright and/or patents fully comprehended.</p> <p>Publication in the above manner does not preclude further publication of the thesis or practicum report or any part of it in a journal or in a book. In such cases, an acknowledgement that the work was originally part of a thesis or practicum at The University of Manitoba should be included.</p> <p><b>Notes:</b>  <b>Copyright</b> – Copyright in theses and practica is protected in international copyright law. A copyright symbol © or (c) is incorporated on a page containing statements of permission to microfilm and to lend copies of the thesis or practicum. After completion, this page should be inserted in the thesis/practicum immediately following the title page. Blank copies of this page are available from the Faculty of Graduate Studies Office.</p> <p><b>Patents</b> –Refer to the section “Policy of Withholding Theses Pending Patent Applications” in this Guide.</p> <p><b>Restriction of theses or practica for publication</b> – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student may request the Dean of Graduate Studies to restrict access, for a period up to one year after submission, to any copies of a thesis or practicum submitted to The University of Manitoba. The Dean, in consultation with the student’s advisor, shall determine for what period, if any, access will be so restricted.</p> <p><b>Restriction of the e-thesis/practica (ETD) copy</b> - Students may also choose to restrict access to the electronic copy of their thesis/practica for a specific period of time so that it will not interfere with traditional publication of part or all of the work. For the purposes of the ETD collection in MSpace, the restriction period is one year, two years or three years. This category of restriction is for the e-thesis/practica (ETD) copy only and may be enacted at the time the e-copy is submitted through the MSpace.</p> <p><b>Library and Archives Canada</b> – A microfiche of the thesis is forwarded to the Library and Archives Canada and is listed in a monthly and annual national bibliography, ‘Canadiana’, which is published by the National Library.</p>		
<p><b>SECTION 5: General Regulations: Ph.D.</b></p> <p><b>FOR FACULTY-BASED PH.D PROGRAMS, THE DEAN OR DESIGNATE IS THE DE FACTO DEPARTMENT HEAD.</b></p> <p>The degree of Doctor of Philosophy is granted only upon evidence of general proficiency and of distinctive attainment in a special field. In particular, a recognized ability for independent investigation must be demonstrated by the candidate in a thesis which embodies original research or creative scholarship and is presented with a high degree of literary skill. It is a research degree and is never conferred solely as a result of coursework study.</p> <p>These general regulations apply to all students in all departments. Individual departments may have procedures and regulations that supplement these general regulations. All such procedures and regulations must be consistent with these general regulations, approved as specified by the By-Laws of the Faculty of Graduate Studies, published and available to students, and kept on file in the Faculty of Graduate Studies Office.</p> <p><b>Admission:</b>  Normally, a Master’s degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two previous years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program. With special recommendation of the department concerned (please see below), applicants with an honours Bachelor’s degree may be considered for entry to Ph.D. study.</p>	57.	
<p><b>Direct Admission from the Bachelor’s Honours or equivalent:</b>  Students to be considered for admission to a Ph.D. program directly from the honours Bachelor’s degree or equivalent must be outstanding in their academic background (GPA well above 3.0 in</p>	58.	

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<p>the last two full years of undergraduate study). Once admitted, these students must complete at least 24 credit hours of course work and will be assessed Ph.D. fees for 3 years.</p>		
<p><b>Transfer from the Master's to the Ph.D. program:</b>                      Students who have not completed a Master's program may transfer to the Ph.D. program within the same department upon recommendation to the Faculty of Graduate Studies by the student's major department. The recommendation must be made within 24 months of the student's commencement of the Master's program. The coursework completed in the Master's program would normally become a part of the Ph.D. program, and the number of years spent in the Master's program would be counted as years in the Ph.D. program. Students must complete at least 24 credit hours of coursework. If the transfer occurs within 12 months of the initial registration in the Master's program, the student will be assessed Ph.D. fees for 3 years. If the transfer occurs after 12 months, the student will be assessed Ph.D. program fees for 2 years (as they will have already paid fees for the Master's program). Students are cautioned that such transfers may impact on the University of Manitoba Graduate Fellowship duration. The request to transfer from the Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies at least one month prior to the term for which the student intends to commence the Ph.D. program. The following are required when making the request: The "Application for Admission" form (and application fee); "Ph.D. Selection Committee Report" form, and; in the case where the student does not hold a Master's degree, a memo from the Department Head.</p> <p><i>Note:</i>                      Where a student <b>with a Master's degree or equivalent</b> is initially admitted and registered in a Master's program; that student may be transferred to the Ph.D. program within the same department on recommendation from the student's advisor and Department head, provided the recommendation is made at the time of admission to the Master's Program (i.e. "Possible transfer to Ph.D. Program within 12 months") and the follow up transfer recommendation occurs within 12 months of the initial registration in the Master's program. In such a case, the application fee is waived and fees assessed towards the Master's program will be deducted from the full 2 years of Ph.D. program fees.</p>	<p>59.</p>	
<p><b>Provisional Admission to the Ph.D.:</b>                      Students nearing completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months.</p> <p><i>Note:</i>                      Students must maintain continuous registration in their Master's program until completion. Students will require assistance from the Department or the Faculty of Graduate Studies to complete dual registration in the Master's and Ph.D. program simultaneously.</p>	<p>60.</p>	
<p><b>Selection Committee:</b>                      Upon receipt of an application, the head of the major department will appoint a selection committee of at least three persons to evaluate the student's qualifications and report on his/her suitability for Ph.D. study. In making admission decisions, departments may also consider such things as the availability of facilities and financial assistance. If acceptance is recommended by the selection committee and approved by the head of the department and the Dean of Graduate Studies, the Faculty of Graduate Studies sends a letter of acceptance to the applicant.</p>	<p>61.</p>	
<p><b>Student's Advisor/Co-Advisor:</b>                      Every Ph.D. student must have an advisor, appointed by the Department head, whose duties will be to advise the student on a program and courses, direct research, and supervise thesis work. The advisor must be a member of the Faculty of Graduate Studies, be active in research, have expertise in a discipline related to the student's program and hold a Ph.D. or equivalent. In special circumstances, an advisor and co-advisor, upon approval of the department head may advise a student. The co-advisor must be a member of the Faculty of Graduate Studies. It is the responsibility of the Department head to determine whether faculty members meet these criteria, and to report on equivalency as necessary.</p> <p>The student's advisor also acts as a channel of communication to the student's advisory committee, the major department, and the Faculty of Graduate Studies. Usually the student and the advisor choose to work together by mutual agreement. In departments where the choice of thesis topic advisor are postponed for some time after entry into the program, the Department head or the selection committee shall appoint a faculty member to advise the student as to the rules and regulations and on a program and course requirements in the interim period not to exceed eighteen months before a permanent advisor is chosen.</p>	<p>62.</p>	

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<p>*Note: When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements). The co-advisors will usually be identified together at the beginning of a student's program. However, in some circumstances the need for a co-advisor may arise mid-way through a student's program. In all instances the Faculty of Graduate Studies must be informed of the co-assignment. Both co-advisors' signatures are required on all documents where the advisor's signature is required.</p>		
<p><b>Program Of Study:</b> As soon as possible but no later than 24 months after a student has commenced the program, the student's program of study, which includes information about the minimum time for completion of the degree, course work to be taken, foreign language requirement, and the research area in which the thesis will be done, should be forwarded to the Faculty of Graduate Studies. The program of study and any changes thereto must be approved by the student's advisor, and the advisory committee and the head of the major department. The approval of the student's advisor and the head of the major department are sufficient for registration.</p>	63.	
<p><b>Advisory Committee:</b> The Head of the major department is responsible for the establishment of an advisory committee for each Ph.D. student. The advisory committee must consist of a minimum of three members of the Faculty of Graduate Studies, one of whom must hold a primary appointment from within the major department and one of whom must hold a primary appointment outside the major department. Committees may include one guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies. The membership of the committee, including the advisor, as well as any changes to it, must be approved by the Dean of Graduate Studies. The advisor is the Chair of the advisory committee.</p> <p>Responsibilities of the committee are to approve the program of study and thesis proposal and to exercise general supervision over the student's work throughout the Ph.D. program. The committee should meet with the student periodically (and must meet with the student at least once a year) to review the student's progress and to report this progress to the Faculty of Graduate Studies (through the Head of the major department). (In the situation where a Ph.D. Advisory Committee or responsible individual(s) would not normally be established until the candidacy exam is completed then at least one responsible individual will meet with the student.) If there is evidence of unsatisfactory performance, the student may be required to withdraw.</p>	64.	
<p><b>Program Requirements:</b> All students must complete one of the following programs of study for the Ph.D. degree (unless otherwise specified in the approved departmental supplemental regulations):</p> <p>Where admission to the Ph.D. is directly from a Master's Degree, a minimum of 12 credit hours at the 700/7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 700/7000 level must be at the 300/3000 level or above. For those students who hold a Master's degree, a maximum of 24 credit hours of course work is allowed toward the Ph.D. program.*</p> <p>Where admission to the Ph.D. is directly from an Honours Bachelor Degree or equivalent, a minimum of 24 credit hours plus a thesis is required. The coursework must include a minimum of 18 credit hours at the 700/7000 level or higher with the balance of the coursework at the 300/3000 level or above. For those students who do not hold a Masters degree, a maximum of 48 credit hours of course work is allowed toward the Ph.D. program.*</p> <p>*Unless professional accreditation requirements and supplemental regulations indicate otherwise.</p> <p><i>Note:</i> The program of study is determined by the major department and may include requirements in addition to those specified above. All departmental supplemental regulations require prior approval of the Faculty of Graduate Studies.</p>	65.	
<p><b>Language Reading Requirements:</b> Some departments specify a language requirement for the Ph.D. degree. Students are advised to check departmental supplemental regulations regarding this requirement.</p>	66.	
<p><b>Advance Credit:</b> Advance credit for courses completed prior to admission to a Ph.D. program will be considered on an individual basis. The student's major department makes the request to the Faculty of Graduate Studies by completion of the "Recommendation for Advance Credit (Transfer of</p>	67.	

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<p>Courses)" form.</p> <p><i>Note:</i></p> <ol style="list-style-type: none"> <li>1. Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section).</li> <li>2. No more than half of the required course work for the program can be given advance credit from exterior institutions.</li> <li>3. A course may not be used for credit toward more than one degree, diploma or certificate.</li> <li>4. The student must register at the University of Manitoba for one academic year as a full-time student and must also complete the thesis at The University of Manitoba.</li> <li>5. Regardless of the extent of advanced credit received, all students are required to pay the program fee.</li> </ol>		
<p><b>Transfer Credit:</b></p> <p>Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba, but all such courses must be approved for transfer to the program of study by the major department and the Faculty of Graduate Studies before the student may register for them. This permission is granted in the form of a Letter of Permission which may be obtained by making application to the Student Records Office.</p> <p>Transfer credit (courses taken at other universities while registered in a program at the University of Manitoba) is to be granted as follows: For Ph.D. students transfer credit must not exceed 50% of the minimum credit hours of coursework required.</p> <p><i>Note:</i></p> <p>Students seeking a Ph.D. degree from The University of Manitoba must complete at least 50% of their required program coursework at The University of Manitoba.</p>	68.	
<p><b>Minimum Time Limit:</b></p> <p>The minimum time requirement for the program of study for the degree will normally be two years of study beyond the level of the Master's degree, or three years beyond the level of a Bachelor's degree. The student may be permitted to spend one of these years in an approved program of research or study elsewhere. Such permission must be approved by the Dean of Graduate Studies on the recommendation of the student's advisory committee.</p>	69.	
<p><b>Maximum Time Limit:</b></p> <p>A student's candidature shall lapse if he/she fails to complete the degree within seven years following initial registration in the Ph.D. program. For those students who transfer from the Master's to the Ph.D., years spent in the Master's program are counted as years in the Ph.D. program. Recommendations for extensions of time to complete the degree will be considered on an individual basis and must be approved by the Dean of Graduate Studies.</p> <p><i>Note:</i></p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension (see also sections "Extension of Time to Complete Program of Study" and "Leave of Absence") will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw: Time to complete program expired".</p>	70.	
<p><b>Residence Requirement:</b></p> <p>Two residence periods at the University of Manitoba devoted to full-time postgraduate study, subsequent to admission into the Ph.D. Program, are required of all students. (For the purposes of the Residence Requirement one residence period is Fall Term, Winter Term or Summer 1 and Summer 2 Terms combined.) The student shall be geographically available to visit the campus regularly during these residence periods.</p> <p><i>Note:</i> The purpose of the residency is to ensure that Ph.D. students have an opportunity to work within the stimulating environment provided by contact with a cohort of dedicated peers and professors in a chosen field of study, and also to enhance the breadth and depth of their graduate experience by being part of a broader university culture.</p> <p><i>Note:</i></p> <p>Students may not retain the status of full-time while employed full-time without prior permission of the Dean of the Faculty of Graduate Studies and recommendation from the major department.</p>	71.	
<p><b>Lapse Of Credit Of Courses:</b></p> <p>Courses completed more than eight years prior to the date of awarding of a degree may not</p>	72.	

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normally be used for credit toward that degree.		
<p><b>Academic Performance:</b> Student progress shall be reported annually to the Faculty of Graduate Studies on the “Annual Progress Report Form”. Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation by the Department head, upon receiving input from the advisory committee, to the Dean of Graduate Studies.</p>	73.	
<p><b>Performance in course-work:</b> A minimum degree grade point average of 3.0 with no grade below C+ must be maintained for continuance in the Ph.D. program. Students who fail to maintain this standing will be required to withdraw unless the Dean of Graduate Studies approves a departmental remedial recommendation (refer to the section: Academic Performance – General).</p>	74.	
<p><b>Performance not related to course work:</b> Students may also be required to withdraw from their Ph.D. program for reasons of unsatisfactory performance other than those related to failing grades. These include, but are not restricted to, such things as unsatisfactory attendance and lack of progress in research and/or thesis. The student’s advisory committee will make a recommendation for required withdrawal to the Department head. The Department head will then recommend to the Dean of the Faculty of Graduate Studies that the student be required to withdraw for reasons of unsatisfactory academic performance.</p>	75.	
<p><b>Course Or Program Changes:</b> Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor and/or advisory committee and Department head. Withdrawal from courses or changes of course category without such approval will result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	76.	
<p><b>Deadlines For Graduation:</b> The final requirements of the degree, in the form of the final report on the thesis (and the corrected copies of the thesis must be submitted to the Faculty of Graduate Studies Office by the appropriate deadline. The deadline for each of the graduation dates is published in the Academic Schedule of the Graduate Calendar. Extensions to these deadlines will be considered in exceptional circumstances only.</p>	77.	
<p><b>Academic Requirement For Graduation:</b> A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.</p>	78.	
<p><b>Candidacy Examination:</b> While the format and content of the Candidacy Exam will vary from unit to unit, the purposes of the Candidacy Exam in doctoral programs is to determine the student's competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analysing, synthesizing, and communicating ideas about that material in depth.</p> <p>At the time specified by the advisory committee, normally within the first two years after the Master’s degree but in no case later than one year prior to expected graduation, the student must take the formal candidacy examination. The format of the candidacy examination may vary with the department.</p> <ol style="list-style-type: none"> <li>1. The examination is conducted according to a procedure established by the major department and approved by the Guidelines and Policy Committee of the Faculty of Graduate Studies.</li> <li>2. The examination procedure must be made known to the students.</li> <li>3. The Dean of Graduate Studies must be informed whether the candidate has passed or failed the candidacy examination (on the “Report on Ph.D. Candidacy Examination” form).</li> <li>4. Students must be provided with feedback on their performance and access to the reasons for the pass/fail.</li> <li>5. A pass decision of the examiners must be unanimous.</li> <li>6. A department may choose to include a comprehensive examination as a component of the candidacy examination requirement, and if so, the nature of this component would be set and the examination administered according to the supplementary regulations of the unit concerned: The</li> </ol>	79.	

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<p>results of this examination would form part of the final grade (pass/fail) accorded the candidacy examination.</p> <p>7. Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies.</p> <p>8. On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.</p>		
<p><b>Thesis Proposal</b> The proposed thesis research must be approved by the advisory committee and, if appropriate, by the Research Ethics Review Committee before the work has begun on the thesis research or project. The recommendation for the thesis research to proceed shall be reported to the Faculty of Graduate Studies on the "Master's/Ph.D. Annual Progress Report" form.</p> <p>A thesis proposal must contain the research planned for the program and must be approved by the advisory committee. In order to approve the proposal the whole committee must meet as a committee. Approval must be documented and forwarded to the Faculty of Graduate Studies on the Annual Progress Report Form within 24 months of the student's initial registration in the program. Some departments may have specific procedures in place for approval of thesis proposals and students are advised to consult their departmental office.</p>	80.	
<p><b>5.1 Thesis Regulations: Ph.D.</b></p> <p><b>General:</b> An essential feature of Ph.D. study is the candidate's demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the major field of study and the material must be of sufficient merit to be, in the judgment of the examiners, acceptable for publication.</p>	81.	
<p><b>Style and format:</b> The Thesis must be written according to a standard style acknowledged by the particular field of study and recommended by the major department, be lucid and well-written, and be reasonably free from typographical and other errors.</p> <p>Copies of the thesis must be submitted in good, clear type. As long as all copies are clearly legible, the thesis may be reproduced by any method acceptable to the Faculty of Graduate Studies. Minimum paper weight is 16 lb. Bond or equivalent; minimum left margin is 3.8 cm (1.5 inches), other margins are 2.5 cm (one inch). Wherever possible, these margins should be adhered to for illustrative materials. A thesis guideline booklet is available from the Graduate Studies for additional information.</p> <p>Policies and procedures for the inclusion of published papers within the doctoral theses are governed by the supplementary regulations of individual departments. The following are the general policies and procedures of the Faculty of Graduate Studies:</p> <ul style="list-style-type: none"> <li>-The candidate's specific contribution to each paper (in case of multiple-authored papers) must be clearly indicated.</li> <li>-An abstract, full introduction, and conclusions must be included;</li> <li>-Where more than one manuscript is included, connecting text and common abstracts, introduction, and conclusions must be included.</li> <li>-There must be adherence to all other requirements as outlined in Thesis Guidelines.</li> </ul>	82.	
<p><b>Deadlines and Details for submission of final copies:</b> The Academic Schedule in the Graduate Calendar should be consulted regarding dates by which theses must be submitted to the Faculty of Graduate Studies to be eligible to graduate for a specific session.</p> <p>Following the approval of the thesis by the examining committee and the completion of any revisions required by that committee, the thesis must be submitted to the Faculty of Graduate Studies in one of the following ways:</p> <ul style="list-style-type: none"> <li>a) two paper copies to the Faculty of Graduate Studies Office in unbound form, enclosed in an envelope or folder. Note: Only one copy need be single-sided.</li> </ul>	83.	

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<p>b) one paper copy (that is single sided) to the Faculty of Graduate Studies Office in unbound form, enclosed in an envelope or folder, and one electronic copy of the paper version submitted as an electronic thesis/dissertation (ETD) at the MSpace website:  <a href="https://mspace.lib.umanitoba.ca/index.jsp">https://mspace.lib.umanitoba.ca/index.jsp</a></p> <p>Note: In those cases where one copy of the thesis is submitted electronically and following approval of the Dean of Graduate Studies, part of that thesis/practicum (paper copy) may be submitted in electronic format, including CD-ROM. Further details with regard to the format may be provided in the Supplementary Regulations of the department. Complete information regarding the software used to produce the electronic portion of the thesis/practicum must be included. (Details are provided in the thesis guideline booklet)</p> <p>The thesis copies are required for the University Library and remain the property of The University of Manitoba.</p>		
<p><b>5.2 Thesis Examination Procedures</b></p> <p><b>Final Examination For The Ph.D. Degree:</b>  Once the thesis along with the “Ph.D. Thesis Title and Appointment of Examiners” form is submitted to the Faculty of Graduate Studies, the final examination for the Ph.D. degree proceeds in two stages:</p> <ol style="list-style-type: none"> <li>1. Examination of the candidate’s thesis. Prior to the examination of the thesis, the advisor shall furnish a written statement that, in his/her opinion, the thesis is (or is not) ready to be examined by completing the “Ph.D. Thesis Title and Appointment of Examiners” form.</li> <li>2. Oral examination of the candidate on the subject of the thesis and any matters relating thereto.</li> </ol> <p><i>Note:</i>  A candidate has the right to an examination of the thesis if he/she believes it is ready for examination.  A thesis may not be formally submitted for examination more than twice.</p>	84.	
<p><b>Formation of the Examining Committee</b></p> <p><b>University of Manitoba (Internal) Examiners:</b>  The advisory committee chair, in consultation with committee members, will recommend to the head of the major department the names of at least three internal thesis examiners, to be forwarded to the Dean of Graduate Studies for approval. These names shall include the student’s advisor and two other persons, one of whom must hold a primary appointment within the major department and one of whom must hold a primary appointment outside the major department.. All internal examiners must be members of the Faculty of Graduate Studies. In normal circumstances these internal examiners will be members of the student’s advisory committee.</p>	85.	
<p><b>External examiner:</b>  A distinguished scholar with particular experience in the field of the thesis research shall be chosen as the external examiner. The student’s advisory committee shall make the selection, and the advisor should then make an informal inquiry as to the prospective external examiner’s willingness to serve. If so, a nomination is then made by the head of the major department to the Dean of Graduate Studies. The external examiner must be from outside The University of Manitoba and the Dean of Graduate Studies makes the formal invitation to the external examiner.</p> <p><i>Note:</i>  The external examiner should: hold a Ph.D.; hold an appointment with a recognized university or be a recognized scholar in their field; have no affiliation with the student or the advisor. The external must be considered at arm’s length to the department and the University of Manitoba. While the definition of “arm’s length” is left to the discretion of the department, be advised that justification may be required by the Faculty of Graduate Studies for this selection.</p>	86.	
<p><b>Changes in the examining committee:</b>  The Dean of Graduate Studies must also approve changes in the membership of the examining</p>	87.	

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<p>committee. No changes shall be made in the examining committee after the thesis is distributed by the Faculty of Graduate Studies to the committee for examination.</p> <p><i>Note:</i> Should the thesis not be submitted for examination within 12 months after the appointment of the examining committee, the committee appointment will lapse and a new appointment shall be necessary.</p>		
<p><b>Distribution of the Thesis For Examination:</b> Sufficient copies for distribution to each member of the examining committee must be submitted to the Faculty of Graduate Studies Office in un-bound form, with each set enclosed in a separate envelope or folder. Each copy must be prefaced by an abstract of the thesis which includes the title, the author's name, and a brief summary of the results. It must be in a form acceptable to the student's advisor.</p> <p><i>Note:</i> It is the responsibility of the Faculty of Graduate Studies to distribute the thesis to all of the examiners.</p>	88.	
<p><b>Responsibilities of the Examiners</b></p> <p><b>Internal Examiners:</b> Each internal examiner (except the candidate's advisor), within one month of the receipt of the thesis, shall submit to the Dean of Graduate Studies a written report (with a copy to the head of the major department) giving an evaluation of the thesis, noting its merits, deficiencies (if any) and, if appropriate, revisions. The report shall contain a statement as to whether or not the student may now proceed to the oral examination. The thesis shall be placed into one of the following categories:</p> <ol style="list-style-type: none"> <li>1. The thesis, as a written document, is basically acceptable as it stands, or with minor revisions. (The student may proceed to the oral defense).</li> <li>2. The thesis, though basically meeting the requirements for a Ph.D. thesis, may require revisions that are more than minor, but the candidate may proceed to the oral examination. (This category should be used in those unusual circumstances where the examiner has reservations that can be dispelled in an oral examination).</li> <li>3. The thesis needs major revisions before it could be considered acceptable and/or proceeds to an oral examination.</li> <li>4. The thesis is unacceptable.</li> </ol> <p><i>Note:</i> 1. The placing of the thesis into category (1) or (2) above does not mean that the thesis has received final approval. 2. The placing of the thesis into either category (3) or (4) constitutes a failure.</p>	89.	
<p><b>External Examiners:</b> The Dean of the Faculty of Graduate Studies will request the external examiner to give a detailed report on the merits and deficiencies of the thesis as well as an overall evaluation. The external examiner shall be asked to report on his/her findings in the same categories as those used by the internal examiners. The advisor and the student must submit a declaration to the Faculty of Graduate Studies that neither party has performed collaborative research work with the external examiner within the last five years.</p> <p>The external examiner is requested to present the report to the Dean of Graduate Studies within one month of the receipt of the thesis. Adequate time must be allowed for the transmission of the thesis and the receipt of the report.</p> <p>The attendance of the external examiner at the candidate's oral examination is encouraged, but is not required. A request for financial assistance (up to a max of \$250) may be submitted to the Dean of Graduate Studies prior to the arrangement of the oral defense date.</p> <p><i>Note:</i> If the external examiner is not going to be present at the examination, the Dean of the Faculty of Graduate Studies will request him/her to submit questions and the expected answers to the questions to be posed to the candidate at the time of the examination.</p>	90.	

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<p>Normally, the Chair of the Examining Committee will pose the questions to the candidate and the candidate will not receive the questions prior to the examination.</p> <p>An honorarium is paid to the external examiner for his/her services.</p>	
<p><b>Approval For Advancement to the Oral Examination:</b> The Faculty of Graduate Studies must receive all examiners' reports (internal and external) at least two weeks prior to the intended date of the oral examination.</p> <p><b>Guidelines For Advancement to the Oral Examination</b> When considering the candidate's advancement to the final oral examination, the committee of internal examiners shall use the following guidelines:</p> <ol style="list-style-type: none"> <li>1. If all the reports place the thesis in category (1) or (2), advancement to the oral examination shall be automatic. The Dean of Graduate Studies shall send copies of all category (1) or (2) reports to each of the internal thesis examiners and also to the student.</li> <li>2. If one or more of the reports place the thesis in category (3), the Dean of Graduate Studies shall send copies of all the reports to each of the internal thesis examiners and the Department Head. Two copies of all the reports are sent to the Advisor who shall provide one copy to the student. The(3), the committee of internal examiners should strive to provide the advisor and the candidate with specific advice about the nature and scope of the revisions required and any other pertinent matters (such as the time that should elapse before the thesis will be accepted for reconsideration).</li> <li>3. In the unlikely event that the internal examiners judge an unfavorable report by an external examiner to be unwarranted, they may recommend, through the head of the major department, that the Dean of Graduate Studies submit the thesis to a second external examiner.</li> </ol>	91.
<p><b>Requirements Prior to Oral Examination</b></p> <p><b>Scheduling:</b> The examination will normally be held at either the University of Manitoba Fort Garry or Bannatyne Campus. Exceptions must have the unanimous agreement of all committee members. Normally, the oral examination shall be open to all members of The University of Manitoba community and shall be held at The University of Manitoba. In exceptional cases the final oral examination may be closed, for example when the results of the thesis research must be kept confidential for a period of time. In such cases, the advisory committee and Department head shall recommend such action to the Dean of Graduate Studies who may then approve that the final oral examination be closed to all but the examining committee and the Dean of Graduate Studies (or designate).</p>	92.
<p><b>Student Information:</b> At least two weeks prior to the oral examination, the student must submit to the Faculty of Graduate Studies the following information:</p> <p>Biographical Data – where and when born, outstanding points in career, awards, etc.</p> <p>List of degrees obtained – where and when</p> <p>The exact title of the thesis</p> <p>An abstract of the thesis (not more than 350 words)</p> <p>List of the student's publications</p> <p><i>Note:</i> The above documentation should be submitted in electronic form.</p>	93.
<p><b>Notice of Examination:</b> Except in the case of a closed examination and provided the information is received in sufficient time to meet publication deadlines, a notice of the student's oral examination will be published in The University of Manitoba Bulletin. In addition, memoranda will be distributed by the Faculty of Graduate Studies Office to all members of the department concerned. Note that students and faculty members who are not members of the examining committee are invited and encouraged to attend oral examinations but are not permitted to participate in the formal questioning.</p>	94.
<p><b>Oral Examination:</b></p>	95.

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<p>A student must pass an oral examination on the subject of the thesis and matters relating thereto before he/she may obtain the Ph.D. degree. An oral examination committee consisting of not fewer than four persons shall conduct the examination. One of these shall be the Dean of Graduate Studies or his/her representative (chosen from among senior scholars at this University) who shall be Chair. The other members shall normally be the thesis examiners.</p>		
<p><b>Format of the Examination:</b>                      The first part of the oral examination shall consist of an oral presentation by the candidate to include a summary of the salient points of the research within a time span of 25 to 30 minutes. This is followed by the questioning and examination of the candidate by the examination committee, that is normally about one and one-half hours but in no case longer than two hours.</p> <p>The Chair may exercise discretion in inviting questions from guests.</p>	96.	
<p><b>Procedures For The Conduct Of The Examination:</b>                      Before the candidate and guests are admitted to the examination room, the Chair should discuss the examination procedures with the examiners.</p> <p>The Chair will introduce the candidate and request him/her to give a concise (25 to 30 minutes) oral presentation of the thesis to include a summary of the problems studied, the results and the conclusions.</p> <p>Following the presentation, the Chair will invite questions from each member of the examining committee, taking care to ensure that each examiner has approximately equal time for questions. Normally, the question period should not exceed one and one-half hours.</p> <p>It is the responsibility of the Chair to pose questions raised by the external examiner (if not in attendance).</p> <p>The Chair may exercise his/her discretion in allowing questions from guests following completion of the formal examination.</p> <p>Note: Once assuming the role of Chair, s/he foregoes the right to comment on the merits of the thesis whether or not s/he is an expert in the field.</p>	97.	
<p><b>Decision of the committee:</b>                      Following completion of the formal examination, the candidate and spectators are required to withdraw from the examination room. The examiners will consider their report and will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis. The committee may exercise its discretion on such matters as who must approve the required revisions, time limits for completion, the necessity for a second oral examination, and any other such matters. It shall be the responsibility of a designated member of the oral examination committee (normally the advisor) to ensure that all such revisions are completed before the copies of the unbound thesis are submitted to the Faculty of Graduate Studies Office for binding. The candidate will be recommended for the Ph.D. degree when the thesis, accompanied by a signed statement from the advisor that the required revisions are completed, is submitted to the Faculty of Graduate Studies, providing all other degree requirements have been satisfied.</p>	98.	
<p><b>Report of the committee:</b>                      The final judgment of the examiners on the thesis and the oral examination shall be reported to the Dean of Graduate Studies in the terms 'approved' or 'not approved'. An approved verdict must be unanimous, and each examiner must indicate, by his/her signature, concurrence with the verdict. In the case of a failure for the thesis at the Ph.D. level a detailed written report will be prepared by the Chair and made available to the candidate and also submitted to the Faculty of Graduate Studies.</p> <p><i>Note:</i>                      A student who receives a failure on either the thesis or the oral examination twice shall be required to withdraw from the Faculty of Graduate Studies.</p>	99.	

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<p><b>5.3 Publication and Circulation of Theses:</b></p> <p>Every graduate student registering in a Ph.D. program at the University of Manitoba shall be advised that as a condition of being awarded the degree, he/she will be required:</p> <ol style="list-style-type: none"> <li>1. To grant a license of partial copyright to the University and to the National Library of Canada for any thesis submitted as part of the degree pro-gram.</li> </ol> <p><i>Note:</i> This license makes the thesis available for further research only. Publication for commercial purposes remains the sole right of the author.</p> <ol style="list-style-type: none"> <li>2. To provide a copy of the abstract for Dissertation Abstracts International and to authorize publication of the abstract in that publication. The forms and conditions pertaining to these license agreements are available at the Faculty of Graduate Studies Office. This and other related regulations may give rise to important questions of law and students may need additional legal advice on the copyright laws of Canada and/or other countries. Students who wish to obtain legal advice concerning their subsequent rights are advised to do so prior to signing the agreement. Signing the license agreements is normally done after the contents of the thesis have been delineated and the importance of copyright and/or patents fully comprehended. Publication in the above manner does not preclude further publication of the thesis or any part of it in a journal or in a book. In this case, acknowledgement should be made that the work was originally part of a thesis at The University of Manitoba.</li> </ol> <p><b>Notes:</b> <b>Copyright</b> - Copyright in theses and practica is protected in international copyright law. A copyright symbol © or (c) is incorporated on a page containing statements of permission to microfilm and to lend copies of the thesis or practicum. After completion, this page should be inserted in the thesis/practicum immediately following the title page. Blank copies of this page are available from the Faculty of Graduate Studies Office.</p> <p><b>Patents</b> – Refer to the section “Policy of Withholding Theses Pending Patent Applications” in this Guide.</p> <p><b>Restriction of theses or practica for publication</b> - In exceptional cases not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student may request the Dean of Graduate Studies to restrict access, for a period up to one year after submission, to any copies of a thesis or practicum submitted to The University of Manitoba. The Dean, in consultation with the student’s advisor, shall determine for what period, if any, access will be so restricted.</p> <p><b>Restriction of the e-thesis/practica (ETD) copy</b> - Students may also choose to restrict access to the electronic copy of their thesis/practica for a specific period of time so that it will not interfere with traditional publication of part or all of the work. For the purposes of the ETD collection in MSpace, the restriction period is one year, two years or three years. This category of restriction is for the e-thesis/practica (ETD) copy only and may be enacted at the time the e-copy is submitted through the MSpace.</p> <p><b>Library and Archives Canada</b> – A microfiche of the thesis is forwarded to Library and Archives Canada and is listed in a monthly and annual national bibliography, ‘Canadiana’, which is published by the National Library.</p>	100	
<p><b>SECTION 6: Policy Of Withholding Theses Pending Patent Applications</b></p> <p>In 1970 the Board of Governors and Senate approved a policy on accepting research grants from outside agencies. This policy defined the right of agencies to defer release of information and thus ensure freedom of publications for research findings of University personnel. Occasionally, the University may also wish to restrict the release of a thesis pending patent application. This policy statement parallels the previous one in that it de-fines the right of the University to defer the release of a thesis and thus ensures freedom of publication for the research findings of a graduate student.</p> <p>This situation may arise in two circumstances which are defined below and both of which are governed by the same set of regulations.</p> <p>When a research project is known to contain patentable items as defined in the research contract, then it is the responsibility of the advisor to give written information of the restrictions on</p>	101	

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<p>publication to the student prior to the start of the thesis research. If the student agrees to carry out the re-research, then the regulations given below will apply.</p> <p>Where a patentable item is found during the course of research, then the advisor and the student may make application for patent rights through the University Patent Committee, and the following regulations will apply concerning the release of the thesis.</p> <p><b>Regulations Concerning Release Of A Thesis During Application And Negotiation For Patents:</b> The Dean of Graduate Studies will receive the approved thesis and copies of it as required by the Faculty regulations. On written joint request of the advisor and the student, the Dean will keep the thesis and copies of it in his/her office for a period up to one year.</p> <p>For further information, reference should be made to the thesis copyright license.</p>		
<p><b>SECTION 7: Extension Of Time To Complete Program Of Study</b></p> <p>All requests for extensions will normally be dealt with administratively and reported, in summary form, to the Executive Committee of Graduate Studies for information. Requests for an extension are reviewed by the Faculty of Graduate Studies on a case by case basis. The extension time requested must closely reflect the time required to complete the program. More than one extension period may be considered, but the total time for all extensions will not normally exceed two years. Requests for extension must be accompanied by a realistic timeline that has been agreed upon by the student and supervisor and endorsed by the Dept. Head. Students granted extensions may be asked to enroll full-time during the period of the extension and may also be required to meet contingencies or carry out remedial work to be associated with the extension. The student must complete the 'request for extension form' and submit it to his/her major department for recommendation to the Faculty of Graduate Studies at least four months prior to the deadline date for completion of program requirements.</p>	102	
<p><b>SECTION 8: Leave Of Absence</b></p> <p><b>Regular Leave:</b> A Regular Leave is intended to allow students to meet family, travel or employment responsibilities or plans and circumstances not covered by the Parental or Medical/Compassionate leaves. At the request of a graduate student, the Head of the student's department may recommend to the Dean of Graduate Studies that a student be granted a leave of absence for a period of time not to exceed one year. While on leave of absence, a student would not be expected to maintain study and/or thesis research work. Students on Regular Leave of Absences will be required to maintain continuous registration and pay the appropriate - Continuing fee. If a student has Tuition Fees (as opposed to Continuing fees) owing at the time of the granting of the Leave, the Tuition Fees will be deferred until the student returns from leave, however, the Continuing fee will be levied.* A Regular Leave of Absence status does not extend the time limits as outlined in the Faculty regulations.</p> <p><b>*Program Fees:</b> The Continuing fee in effect at the time of the granting of the leave will be levied. However, if the student returns from leave in January, the normal Tuition Fee will be levied less the Continuing fee already paid.</p>	103	
<p><b>Exceptional Leave:</b> In exceptional circumstances for medical or compassionate reasons (e.g. the need to care for an ailing relative), at the request of the graduate student, the Head of the student's department may recommend to the Dean of Graduate Studies that a student be granted an exceptional leave of absence for a period of time not to exceed one year. While on leave of absence for exceptional reasons, a student would not be expected to maintain study and/or thesis research work, would not be required to maintain continuous registration, nor pay the Continuing fee. In addition, the leave period would not be included in the time period allowed for the completion of the degree. This leave is not intended to cover circumstances related to travel, employment or other financial concerns.</p> <p><b>Fees:</b> Any unpaid Tuition Fees will be deferred for a year for an exceptional leave of 8-12 months which begins in September. Half Tuition Fees will be charged for all other exceptional leaves (i.e., 8-12 month leaves beginning in January or shorter leaves beginning in either September or January). No Continuing fees will be assessed if the leave period is for the duration of the Fall and Winter terms, but will be payable in full if the student attends the Fall or Winter term of that</p>	104	

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academic year.		
<p><b>Parental Leave:</b> A graduate student who is bearing a child or who has primary responsibility of the care of an infant or young child immediately following a birth or adoption of a child is eligible for parental leave. The request should be made through the student’s department, normally for a leave of four to twelve months. Leaves of other duration will be considered on an individual basis. Where possible, students doing course work should coordinate their requests with the beginning of an academic term. While on leave of absence for parental reasons, a student would not be expected to maintain study and/or thesis research work. The leave period is not included in the time period allowed for completion of the degree.</p> <p><b>Fees:</b> Tuition Fees will be deferred for a year for a parental leave of 8-12 months which begins in September. Half Tuition Fees will be charged for all other Parental leaves (i.e., 8-12 months leaves beginning in January or shorter leaves beginning in either September or January). No Continuing fees will be assessed during the leave period, but will be payable in full if the student returns from leave before the end of the term.</p> <p><i>Note:</i> At the time of approval of an application for leave, the procedures for the return of the student to the department at the completion of the leave must be stipulated.</p>	105	
<p><b>Awards And Leave Of Absence:</b> Students granted exceptional or parental leave would retain the full value of a University of Manitoba Graduate Fellowship or other award whose terms and conditions are established by the Faculty of Graduate Studies. Such an award will be suspended at the onset of the leave and reinstated at the termination of the leave period (4 to 12 months) provided that the student returns to full time study at that time.</p> <p><i>Note:</i> Other awards will be paid according to the conditions established by the donor or granting agency.</p> <p><b>Graduate Student Vacation Entitlement:</b> Students are entitled to three weeks vacation throughout a 12-month period.</p>	106	
<p><b>SECTION 9: Appeals – Procedures And Guidelines</b></p> <p><b>General:</b> Students who disagree with a decision have access to the appeal routes as laid out by the various Faculty of Graduate Studies and University of Manitoba appeal processes.</p> <p>There are several avenues of appeal which are open to graduate students: academic; discipline; admission and administration, (e.g. Fee appeals). Please refer to the “Student Appeals” section of the Faculty of Graduate Studies Academic Guide, the University of Manitoba Policy and Procedure Manual, policy 1202 “Student Discipline By-Law”, policy 1301 “Academic Appeals Procedures and Guidelines” and policy 1302 “Admission Appeals Procedures and Guidelines”.</p> <p>The Executive Committee of the Faculty of Graduate Studies, through its Appeal Panel, by delegation from the Faculty Council, is empowered to deal with student appeals from departmental recommendations or Faculty of Graduate Studies actions, provided the departmental appeal process has dealt with the matter. These student appeals should be directed to the Dean of Graduate Studies. A decision of the Appeal Panel is appealable only to the Senate Committee on Appeals.</p> <p>It should be noted that under section 1.1.1.1. of the “<u>Student Discipline By-Law</u>” found in the University of Manitoba Policy and Procedure Manual) it states that “Matters involving academic dishonesty of a graduate student shall be referred directly to the Dean of the Faculty of Graduate Studies who shall, in turn, inform the budget dean/director prior to any disciplinary action.”</p>	107	
<p><b>Academic Appeals:</b> In terms of qualifying examinations, candidacy examinations, thesis examinations, and any other academic matters, departments make recommendations for action to the Faculty of Graduate Studies. In the first instance, any appeal of a department’s recommended action should be handled through the departmental appeal process, which is outlined in the department’s Supplementary Regulations. Appeals stemming from departmental actions on academic matters (e.g., failure in a course) will be heard by the Faculty of Graduate Studies Appeal Panel only</p>	108	

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<p>after they have been dealt with by the appropriate departmental-level appeal process. The Appeal Panel will handle an appeal of Faculty of Graduate Studies actions.</p> <p>These student appeals should be directed to the Dean of the Faculty of Graduate Studies within the appropriate timelines. A decision of the Appeal Panel is appealable only to the Senate Committee on Appeals (“Academic Appeals Procedures and Guidelines” of the U. of M. Policy and Procedure Manual).</p>		
<p><b>Consideration of an Academic Appeal</b></p> <p><b>The hearing panel shall consider an appeal:</b>                      Only if grounds for the appeal stem from an examining committee or departmental action and only after an appeal has been heard by the body responsible for appeals in the department concerned (unless the action being appealed is one taken by the Faculty of Graduate Studies). This is understood to include decisions taken by individuals or committees acting in the name of a department of the Faculty of Graduate Studies and also to the supplementary regulations pertinent to a department’s operation which have been approved by the Faculty of Graduate Studies;</p> <p>If there is some evidence that a department or faculty regulation has been unfairly or improperly applied;</p> <p>There is apparent conflict between Faculty of Graduate Studies’ policy and a department regulation; and/or                      Other circumstances that warrant special consideration.</p> <p><i>Note:</i>                      It shall be the responsibility of the appellant to indicate clearly and specifically the grounds warranting consideration of the appeal.                      When a hearing panel determines that there are insufficient grounds to proceed with an appeal hearing it shall report its reasons to the Dean of Graduate Studies.</p>	109.	
<p><b>Academic Appeal Deadlines:</b></p> <p><i>General:</i>                      An appeal of action taken by any department or administrative unit, committee, administrator or faculty member within the Faculty of Graduate Studies must be sent by the student to the Dean of Graduate Studies within 21 days of the date when the student was informed in writing of the action to be appealed.</p> <p><i>Appeal Of Term Work:</i> Students are encouraged to discuss matters relating to grading of term work with their instructor in the first instance. Further appeals of grades on academic term work shall be directed, by the appellant, to the department responsible for the course within 10 working days after the grades for term work have been communicated to students. Following receipt of the appropriate appeal form and evidence of payment of the refundable appeal fee, the department shall consider the appeal and provide a decision within 15 working days.</p> <p><i>Appeals To Senate:</i>                      As per the processes outlined under policy 1300 of the U. of M. Policy and Procedure Manual, “Appeals to the Senate Committee on Appeals shall be filed with the Secretary of Senate within twenty (20) working days after the mailing of the notice of decision from which the appeal is made.”</p>	110.	Deadlines for ‘consideration of appeals’ may be extended at the discretion of the Occupational Therapy Department Head only for exceptional circumstances, e.g., for fieldwork courses involving external personnel where timelines may be difficult to meet.
<p><b>Discipline Appeals:</b></p> <p>When the appeal is against a disciplinary decision made by the Faculty of Graduate Studies, the appeal routes and procedures as outlined in the Student Discipline by-law (<u>Student Discipline By-law</u> of the U. of M. Policy and Procedure Manual) shall prevail.</p> <p>If the appeal is from a decision of the Dean of the Faculty of Graduate Studies the appeal statement shall be delivered to the Dean of the Faculty of Graduate Studies on behalf of the Local Discipline Committee (L.D.C.)</p> <p>If the appeal is from a decision of the L.D.C., the official statement shall be delivered to the Secretary of the University Discipline Committee (U.D.C.) with a copy to the Dean of the Faculty of Graduate Studies.</p>	111.	
<p><b>Discipline Appeal Deadlines:</b>                      The timeline for discipline appeals adheres to the procedures outlined in the “<u>Student Discipline By-law</u>”, section 2.3.1 of the U. of M. Policy and Procedure Manual. If a student wishes to appeal</p>	112.	

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a decision to any group or body, the notice of appeal must be delivered in writing to the appropriate person(s) <u>within five working days</u> of the student being notified of the decision from which the student intends to appeal.	
<p><b>Appeal Of Violation/Penalty:</b> As per section 2.3.2 of the “Student Discipline by-law” (found in the U. of M. Policy and Procedure Manual), “All notices of appeal shall clearly indicate whether the appeal is from the finding of violation of University regulations on the one hand, or from the penalty on the other, or from both”.</p>	113.
<p><b>Limitations On Appeal Rights:</b> Students who disagree with a decision have access to the appeal routes as laid out by the various Faculty of Graduate Studies and University of Manitoba appeal procedures. Student appeals may be limited by the scope of the inquiry available at each level and category of appeal, as well as the time limitations for submission of appeals.</p> <p>A further limitation is that the Faculty of Graduate Studies rules and regulations, established to uphold the academic rigour of the University of Manitoba, are generally not subject to appeal unless an appeal route is otherwise stipulated. In situations where no appeal route is available, a student may make a written request to the Dean.</p>	114.
<p><b>Procedures</b></p> <p><b>Academic:</b> All appeals shall be submitted in written form to the Dean of Graduate Studies. The Dean may, on consideration, attempt first to reach an informal solution. If that is judged by the Dean to be inappropriate or unfeasible, a hearing panel will be formed. Hearings shall be held in closed session unless at least one party requests an open hearing and all parties to the appeal agree to the request.</p> <p>The Dean shall inform the appropriate Department head of the nature of the appeal, forward a copy of the student’s written submission, and request a written response to the appeal <u>within ten working days</u>. A hearing panel will be struck and a meeting set by the Dean of Graduate Studies as soon as possible after receipt of the written response from the department.</p> <p>The appellant shall receive, through the Dean of Graduate Studies, the response of the department at least one week prior to the date set for the hearing of the appeal. Notices of the hearing shall be sent by the Dean of Graduate Studies to the individuals affected, giving the specific time and place for a hearing.</p> <p>All documentation that the hearing panel will consider shall be made available through the Dean of Graduate Studies Office to both the student and the Department Head in advance of the meeting. No additional materials may be presented at the time of the hearing. In the case where a request is made to submit additional materials, the Chair shall postpone the hearing and allow no more than <u>ten working days</u> for the other party to respond to the new materials.</p> <p>Each petitioner and appropriate Department head (or delegate) shall have the right to appear before the hearing panel and to call witnesses that he/ she wishes to appear before the panel. It is the responsibility of the party calling witnesses to ensure that the witnesses are informed of the date and time of the hearing. The Dean of Graduate Studies shall be notified not less than four days prior to the hearing of the names of all witnesses that are to be called.</p> <p>The student shall be advised by the Dean of Graduate Studies of the right to appear in person or to be represented by the Student Advocate or a fellow student or other full-time member of the University community not receiving payment for appearing, or working for legal aid. In addition, if the student wishes, one member of his/her immediate family, and a lawyer, may be present, but only as observers who do not participate. At least four days prior to the hearing, the Dean of Graduate Studies must be notified of any persons to be accompanying the appellant.</p> <p>Both appellant (and/or representative) and Department head (and/or representative) are entitled to cross-examination of any and all witnesses.</p> <p>All members of a hearing panel shall participate in all of the deliberations essential for the determination of the matter in dispute. If, in the course of hearing an appeal, a member is not present at the commencement of the hearing or a member cannot continue, the panel may elect to proceed in the absence of that member. If more than one member is not present at the commencement or cannot continue, the hearing panel must adjourn.</p>	115.

Department of Occupational Therapy Procedures

**Appeal of Term Work:**  
Students may appeal any academic grade or fieldwork evaluation of term work that is returned or made available to them before the last day of classes and/or fieldwork placement. Prior to striking a formal appeal, students are strongly encouraged to discuss their concerns with the appropriate course instructor/fieldwork educator and, if necessary, the course coordinator in an attempt to resolve the issue without the need for a formal appeal. It is preferable, in all instances, for a complaint to be resolved at the lowest possible level through the informal process.

**Informal Steps**

1. Students are expected to discuss matters relating to the grading of term work with their course instructor/fieldwork educator in the first instance. If the student is not satisfied with the result of this discussion, or if the instructor/fieldwork educator is not available within a reasonable time, the student may proceed to Step 2.
2. When matters concerning grades of term work have not been resolved at the level of Step 1, students are expected to discuss matters with the appropriate course coordinator/Academic Fieldwork Coordinator (AFC). The course coordinator/AFC may involve the instructor/fieldwork educator if deemed appropriate. If the student is not satisfied with the result of this discussion, or if the course coordinator/Academic Fieldwork Coordinator is not available within a reasonable time, the student may make a formal appeal to the Head of the Department of Occupational Therapy, as a formal term work appeal through the Registrar’s Office.

**Formal Appeal of Term Work**  
Students wanting to appeal an academic grade/fieldwork evaluation of term work must apply in writing to the Head of the Department of Occupational Therapy within ten (10) working days of the communication of the grade to the

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<p>As a first item of business in dealing with any appeal, the hearing panel shall consider (in closed session):</p> <p>Whether there are sufficient grounds to proceed with the appeal hearing; and, Any request it has received as to holding an open session and determine what, if any parts of the hearing shall be open.</p> <p>Normally the appellant and the Department head and/or their representatives will be present during the presentation of the other's case. During the hearing, the appellant or the Department head may request a change in the open or closed nature of the hearing, at which time the hearing panel shall determine its procedures.</p> <p>The hearing panel may request the appellant or any other parties to appear or provide additional information in a particular case before reaching a decision.</p> <p>All parts of the meeting required to deliberate or determine resolution of the appeal shall be held in camera.</p> <p>The Dean of Graduate Studies shall inform, in writing, the appellant and the Department head concerned of the disposition of the appeal, the reasons for the decision, and of whatever action may result. The further right of appeal to the Senate committee on appeals should be indicated, along with any appropriate time limits.</p>	<p>student. Students may obtain the form "Application for Appealing a Grade Given for Term Work" from the SMR General Office at 771 McDermot Ave. The fee charged for each appealed term work grade will be refunded for any grade that is changed as a result of the appeal.</p> <p>Following receipt of the appropriate appeal form and evidence of payment of the refundable appeal fee, the Department Head shall inform the course coordinator/AFC, in writing, that a formal appeal has been initiated and where possible forward a copy of the completed appeal form to the coordinator. The Department shall consider the appeal and provide a written decision within 15 working days. (This timeframe may be extended only for exceptional circumstances at the discretion of the Occupational Therapy Department Head.)</p> <p><b><u>Appeal of Final Grades:</u></b>                  If a student has good reason to believe a mistake has been made in the assessment of the original grade (academic or fieldwork), an appeal of the assigned grade may be made. Prior to striking a formal appeal, students are strongly encouraged to discuss their concerns with the appropriate course coordinator/Academic Fieldwork Coordinator or with the Head of the Department of Occupational Therapy in an attempt to resolve the issue without the need for a formal appeal. It is preferable, in all instances, for a complaint to be resolved at the lowest possible level through the informal process.</p> <p><b><u>Informal Steps</u></b></p> <ol style="list-style-type: none"> <li>1. Students are expected to discuss matters relating to the assignment of a final grade with their course instructor/coordinator or with the fieldwork educator/Academic Fieldwork Coordinator in the first instance. If the student is not satisfied with the result of this discussion, or if the course instructor/coordinator or fieldwork educator/Academic Fieldwork Coordinator is not available within a reasonable time, the student may proceed to Step 2.</li> <li>2. When matters concerning assignment of final grades have not been resolved at the level of Step 1, students are expected to discuss matters with the Head of the Department of Occupational Therapy. A brief written summary of the situation should be provided to the Department Head requesting informal discussion of the matter. The Department Head may involve the course instructor/coordinator or fieldwork educator/Academic Fieldwork Coordinator if deemed appropriate. If the student is not satisfied with the result of this discussion, or if the Department Head is not available within a reasonable time, the student may make a formal appeal.</li> </ol> <p><b><u>Formal Appeal of a Final Grade</u></b>                  A student wishing to appeal a final grade must do</p>

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		<p>so through the Registrar's Office, University of Manitoba. Information on formal appeals, appeal forms, and deadline dates should be obtained from the Registrar's Office, either in person, via the Graduate Calendar, or via the web at <a href="http://www.umanitoba.ca/student/records/grades/691.htm">www.umanitoba.ca/student/records/grades/691.htm</a>. Students should note that the deadline for appeal of assigned grades will not be extended for students who are on "hold status" nor will official grades be released by the Registrar's Office until the "hold" has been cleared.</p> <p>The fee charged for an appealed grade will be refunded for any grade that is changed. It should be noted that an appealed grade may not be lowered.</p> <p><b><u>Other Academic Appeals</u></b>  <b><u>At the Department Level</u></b>                      Students wishing to appeal other academic matters or academic decisions or actions of the department are strongly encouraged to discuss their concerns with the appropriate course instructor and/or course coordinator in an attempt to resolve the issue without the need for a formal appeal. Informal discussions with the Head of Department are also invited. As with other appeals, it is preferable in all instances for a complaint to be resolved at the lowest possible level through an informal process.</p> <p>In the event that a student proceeds with a formal appeal, the appeal should occur within ten (10) working days of written communication of the departmental decision/action to the student and should be directed, in writing, to the Head of the Department of Occupational Therapy. The Department Head shall notify the course coordinator, in writing, upon receipt of the formal appeal and where possible, forward a copy of the appeal form to the coordinator.</p> <p>A meeting(s) will be held with the Head of the Department and relevant parties as deemed appropriate. Resolution of the appeal at this level is by mutual agreement of all parties. If not resolved the student may proceed to the next level, the Faculty of Graduate Studies Appeal Committee.</p>
<p><b>Disqualification:</b>                      Any member of the Appeal Panel shall be disqualified from hearing an appeal who: Is a faculty member or a student in the Department (School or Faculty) in which the appellant is registered; or Was, as an individual, or as a member of a committee or board, responsible for making the decision being appealed.</p>	116.	
<p><b>Other Appeals</b></p> <p><b>Discipline:</b>                      Please refer to the Student Discipline By-law (found in the U. of M. Policy and Procedure Manual).</p> <p><b>Admission Appeals:</b>                      Please refer to the "Admission Appeals Procedures and Guidelines" policy found in the U. of M. Policy and Procedure Manual.</p> <p><b>Fee Appeals:</b>                      Please refer to the Student Records Protocol on Fee Appeals, September 23, 1999. To initiate the Fee Appeal procedure, the student completes a Fee Appeals form, available in the Student</p>	117.	<p><b>Discipline:</b>                      In addition, the Department of Occupational Therapy has developed Procedures for Safe and Ethical Professional Practice to ensure appropriate participation in fieldwork environments. See Appendix B.</p>

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Records Office, 4 <sup>th</sup> Floor of University Centre.  <b>Assistance With Appeals:</b> The office of Student Advocacy provides information and assistance to students about all appeal processes.		

## Appendix A

### Student Progress Committee Guidelines For Progression of Students Where Deficiencies Exist

#### Deficiencies in Academic Course Work

*“Academic Courses: Normally, students who obtain a grade of C (2.0) or less in an academic course(s) may be provided the opportunity to address the deficiency, through either a supplemental exam or a repeat of the course. Both opportunities may be used for one course if a student is unsuccessful in a supplemental exam, however, students are permitted only one repeat and only one supplemental exam throughout the duration of the program. The passing grade of a supplemental exam is C+ (2.5). Students who fail more than two academic courses in the program will be required to withdraw from the program.”*  
(Supplemental Regulations, 2007)

#### Timing of Supplemental Examinations

Supplemental examinations for one academic component of the program, normally, will be written before the start of the next academic component of the curriculum. Students may be permitted to complete supplemental examinations at a later date if deemed appropriate by the Student Progress Committee and the MOT Program Department Head.

#### “Progression Following a Fail in an Academic Course(s).....

*..... Progression Into Subsequent Fieldwork Course(s): Because fieldwork components of the program are closely juxtaposed to academic components, students are permitted to proceed into fieldwork courses without having received official grades in preceding academic course work. If it is determined, once official academic grades are available, that a student received a fail in preceding academic course work and subsequently was granted supplemental or repeat privileges, then that student may be permitted to continue in the fieldwork course.”* (Supplemental Regulations, 2007)

#### Student Progress Committee Actions:

The student is given two options:

- 1) to withdraw from the fieldwork placement without academic penalty for that fieldwork course

**or if wishing to continue in the placement,**

- 2) to authorize the release of information about the academic failure to the field site. The Fieldwork Educator, Academic Fieldwork Coordinator and the MOT Program Department Head will determine whether the student will be allowed to proceed with the placement.

.....“When it is known prior to the start of a fieldwork course that a student has received a fail and been granted a supplemental examination or repeat in preceding academic course work, that student may be permitted to progress into the fieldwork course prior to writing the supplemental examination or repeating the course.” (Supplemental Regulations, 2007)

Student Progress Committee Actions:

A student who is unable to complete a supplemental examination for failed academic course work prior to the subsequent fieldwork course will be given two options:

- 1) to defer the fieldwork placement to the next fieldwork period in the program  
**or if wishing to progress into the placement,**
- 2) to authorize the release of information about the academic failure to the field site. The Fieldwork Educator, Academic Fieldwork Coordinator and the MOT Program Department Head will determine whether the student will be allowed to proceed with the placement.

**Deficiencies in Fieldwork Course(s)**

*“A student receiving a fail in a fieldwork course must successfully complete a repeat of that fieldwork course prior to progressing to the next level of fieldwork. Similarly, a student who defers a fieldwork course or who voluntarily withdraws from a fieldwork course must successfully complete that fieldwork course prior to progressing to the next fieldwork course.”* (Supplemental Regulations, 2007)

Timing of Fieldwork Course Repeat:

Normally, a student will repeat a failed fieldwork course or complete a deferred or voluntarily withdrawn fieldwork course during the next scheduled fieldwork period of the program. Because students must complete each level of fieldwork prior to progressing to the next fieldwork level (i.e., Basic before Intermediate 1 before Intermediate 2, etc.), it is recognized that all subsequent fieldwork courses may be out of sync with the normal lock-step progression of the program. Where time allows **and** where a fieldwork placement is available a student may be permitted to repeat a fieldwork course in a block of time other than the next scheduled fieldwork period.

December 16, 2003  
Revised: June 2009

## Appendix B

### School of Medical Rehabilitation Department of Occupational Therapy

#### PROCEDURES FOR SAFE and ETHICAL PROFESSIONAL PRACTICE

##### Preamble and Definition:

Health care professionals occupy a position of special trust within society, which is not compatible with unskilled, careless or unethical practice. Such practice includes behaviours which have, or might reasonably be seen to have, an adverse effect on health, safety, rights, or property of another<sup>1</sup>, as well as behaviours which have the potential to harm, with or without any evidence of harm having actually occurred<sup>2</sup>. For the student, safe and ethical behaviour/practice is expected in both the classroom and fieldwork environments.

##### Expectations for Safe and Ethical Professional Practice:

*The Master of Occupational Therapy program recognizes that student learning occurs within a developmental framework, from exposure to basic professional knowledge and skills, to acquisition of knowledge and skills, and then to integration/application<sup>3</sup>. It is further recognized that expectations of a student's performance at any point in time should be in line with the developmental level of the student within the program. While functioning within this framework a student is expected to:*

1) *adhere to:*

- a) *codes of conduct and standards of practice of the College of Occupational Therapists of Manitoba (COTM) and the Canadian Association of Occupational Therapists (CAOT) namely:*
  - i) *CAOT Code of Ethics<sup>4</sup>*
  - ii) *COTM Bylaw Respecting A Code of Ethics<sup>5</sup>*
  - iii) *Essential Competencies of Practice for Occupational Therapists in Canada (2<sup>nd</sup> Ed.)<sup>6</sup>,*
- b) *the requirements and regulations as outlined in Section 4, Boxes 42, 43 and 44 of the Faculty of Graduate Studies and Master of Occupational Therapy (MOT) Program Supplemental Regulations<sup>7</sup>.*

<sup>1</sup> The University of Western Ontario Code of Conduct. V. Student Conduct – Rules. Retrieved from <http://www.uwo.ca/univsec/board/newcode.html> on March 24, 2003

<sup>2</sup> College of Physical Therapists of Alberta, Unskilled practice and Professional Misconduct (Education and Information Bulletin). Retrieved from <http://www.cpta.ab.ca/Member/unskilledpractice.html> on March 24, 2003.

<sup>3</sup> Sullivan, T., Tompson, M., Leclair, L., Campbell-Rempel, M. & Etcheverry, E. (2004). *Fieldwork Evaluation Guide* (Rev. ed.). Winnipeg: University of Manitoba, Department of Occupational Therapy.

<sup>4</sup> CAOT. (1996). CAOT Code of Ethics. Retrieved from <http://www.caot.ca/default.asp?ChangeID=50&pageID=35> December 15, 2005. Ottawa, Ontario. Author.

<sup>5</sup> COTM. (1995) Bylaws Respecting a Code of Ethics. Winnipeg, Manitoba. Author

<sup>6</sup> Association of Canadian Occupational Therapy Regulatory Organizations. (2003). *Essential competencies of practice for occupational therapists in Canada, 2<sup>nd</sup> Ed.* Canada. Author

<sup>7</sup> Department of Occupational Therapy (2007). *Faculty of Graduate Studies and Master of Occupational Therapy Supplemental Regulations.* University of Manitoba, Winnipeg, Manitoba. Author

- c) *University-wide policies governing student conduct: Inappropriate or Disruptive Student Behavior<sup>8</sup>, Violent or Threatening Behavior, Student Discipline Bylaw, and Respectful Work and Learning Environment.*
- 2) *demonstrate behaviours consistent with:*
    - a) *selected learning objectives from the Master of Occupational Therapy Student Fieldwork Performance Evaluation Form. These learning objectives are specific to each fieldwork placement and are selected by the fieldwork educator (may be selected in collaboration with the student).*
    - b) *safe, competent professional practice, as detailed in Occupational Therapy coursework and fieldwork preparation sessions preceding fieldwork experiences, and as outlined by fieldwork site specific policies/procedures.*

Safe and ethical classroom behaviour is monitored by the classroom instructor and is governed and addressed by University Policies on Inappropriate and Disruptive Student Behaviour Policy, Violent or Threatening Behavior, the Student Discipline Bylaw, and the policy on Respectful Work and Learning Environment. For this reason the following procedures will primarily address behaviour in fieldwork situations and other non-classroom activities both on and off campus that pertain to the role of student occupational therapist.

Provision of safe, competent professional behaviour/practice in fieldwork courses is explicitly assessed within Section 1, Part C, items 6, 7, 8, & 9 and Section 2, Part A, items 1 & 2 of the MOT Student Fieldwork Performance Evaluation Form, requiring the fieldwork educator to determine if the student's performance meets expectations in these areas.

## PROCEDURES

Generally, minor unsafe practices or unforeseeable, unprecedented unsafe occurrences are dealt with by personnel at the most immediate level and in an expeditious manner. This may include the fieldwork educator, classroom instructor/faculty member, faculty advisor, Academic Fieldwork Coordinator (AFC), course coordinator, or the University of Manitoba Occupational Therapy Department Head (herein referred to as the Department Head) meeting with the student to discuss the issue. If the matter is unresolved at this/these levels or if unsafe practices continue such that there is a pattern of behaviours demonstrating unacceptable risk, or where there is blatant disregard for safety or where the occurrence is deemed high risk, then a formal complaint of unsafe/unethical practice should be made in writing to the Department Head (or designate).

The Department Head, upon receipt of the formal complaint shall determine immediately, in his/her judgment, as to whether;

- attempts will be made to resolve the situation at the Departmental level **or** the situation is of sufficient gravity to put forward to the Safe and Ethical Professional Practice Review Committee, herein called the "Review Committee".

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<sup>8</sup> University of Manitoba (2006). Inappropriate or Disruptive Student Behavior Policy, Governing Documents, University of Manitoba. Winnipeg

In addition, the Department Head, in conjunction with the AFC and relevant stakeholders (e.g. student, fieldwork educators, site administration) upon receipt of the written complaint shall determine whether the student is to be immediately suspended from the fieldwork placement or be permitted to remain in the placement while the situation is reviewed, either at the Departmental or the Review Committee level. If the decision is made to suspend a student from the fieldwork placement, this decision shall remain until the situation is resolved notwithstanding a student appeal.

Should the Department Head decide to refer the matter to the Review Committee either immediately or because the matter remains unresolved at the Departmental level then he/she shall do so in a written letter forwarded to the Director of the School. The letter shall set out the name of the student involved, the alleged facts and ground(s) allegedly warranting action.

### **SAFE AND ETHICAL PROFESSIONAL PRACTICE REVIEW COMMITTEE**

There shall be established within the Department of Occupational Therapy an ad hoc committee known as the Safe and Ethical Professional Practice Review Committee, whose membership shall be as follows:

- a. the Director of the School of Medical Rehabilitation (or designate) shall act as Chair of the Review Committee;
- b. two members of the Department of Occupational Therapy who have not been directly involved in the issue under review;
- c. a member appointed by the College of Occupational Therapists of Manitoba (COTM);
- d. a practicing occupational therapist who is a member in good standing of the COTM and who shall be chosen by the Department Head;
- e. a MOT student member chosen by the SMR Student Association (SMRSA).

The Chair of the Review Committee shall:

- establish the Committee as quickly as possible
- establish the date, time and place of the hearing
- as soon as possible after receipt of the complaint, provide the student concerned and the Department Head with a **Notice of Hearing**, a copy of the complaint, a copy of the letter from the Department Head outlining the nature of the allegations, a copy of this document, as well as the membership of the Review Committee and the date, time, and place for consideration by the Review Committee of the matters set out in the reference. At least 7 days notice of the Review Committee hearing shall be provided.
- ensure that the **Notice of Hearing** includes a statement indicating that if the allegations contained in the reference are established to the satisfaction of the Review Committee, then the student will be subject to consequential action (refer to section entitled Decision and Disposition of the Matter, page 4).

- communicate the findings and disposition of the Committee to the Department Head, the student, and to other parties determined privy to the information.

The Review Committee shall:

- confirm that a Notice of Hearing and all required documents were sent to the named student and Department Head within the specified time frame;
- determine in a hearing of the matter whether any of the allegations have been substantiated and require action;
- grant a disposition on the matter.

The student and the Department Head shall each:

- determine who will represent them (if someone other than themselves, e.g. legal counsel, Student Advocate, UMSU representative or another individual),
- determine who will appear on their behalf (witnesses),
- provide notification of the date, time and place of the Hearing to their representative and witnesses, and
- provide the Chair of the Review Committee with a list of these people.

Once a reference has been made to the Review Committee, the proceedings shall continue, notwithstanding that the student:

- subsequently voluntarily withdraws from the Occupational Therapy Program, and/or
- refuses or is unable to participate in the proceedings, and/or
- continues in the fieldwork course.

## **INTERIM STATUS OF THE STUDENT**

The student is presumed innocent until the Hearing is concluded. As noted above, where possible, the student will be permitted to continue his/her fieldwork placement.

Should the student continue in the fieldwork placement, his/her performance will not negate the findings and dispositions of the Review Committee and the consequence(s) for the student.

Should the student voluntarily withdraw or be suspended from their fieldwork placement prior to the conclusion of the Hearing, the academic implications of this action (e.g. permission to repeat course, need to repeat course hours, grade) are the responsibility of the University of Manitoba Occupational Therapy Program Student Progress Committee.

If, at the conclusion of the Hearing, the charges are not substantiated to the satisfaction of the Review Committee, and the Review Committee determines that no action shall be taken, then the Department Head in conjunction with the Academic Fieldwork Coordinator and the student, shall determine the best course of action that will allow the student to achieve the educational objectives of the respective fieldwork course. This determination will take into consideration several factors such as: the availability of fieldwork placements,

timing of the placement in the program, number of fieldwork hours completed in the respective course, etc.

## **HEARING PROCEDURES**

A quorum for the Review Committee shall be 5 of the 6 members. This must include the Chair or designate, the SMRSA student representative, and the COTM appointed member. The Chair of the Review Committee shall vote only to break a tie. A simple majority of the members hearing the matter is required for any finding and for the determination of the appropriate disposition of the matter.

The student whose case is to be dealt with shall be permitted to challenge and thereby cause to be disqualified not more than two members of the Review Committee. An Occupational Therapy Department faculty member shall not be disqualified from sitting as a member of the Review Committee hearing the matter by reason only that such Department member has had previous contact with the student or has prior personal knowledge of the matter. In the case where a member is caused to be disqualified by the student, the Department Head will recommend a replacement(s) member for the disqualified member(s). Appointment of the replacement member(s) is subject to the approval of the Committee Chair, who has final responsibility to determine the Committee membership.

Members of the Review Committee shall be bound by confidentiality in respect of information received in Committee<sup>9</sup> and in compliance with FIPPA and PHIA legislation.

Each party, the student and the Department, may represent themselves or may be represented by someone else. The student may appear in person and may choose to be represented by a Student Advocate, UMSU representative or legal or other counsel. Should the student or the Department choose to be represented or accompanied by another individual, written notification must be provided to the Chair no later than five (5) working days prior to the hearing date. In cases where legal counsel is involved (for student or Department), it shall be a non-participating observer and shall act solely in an advisory capacity.

The hearing shall be closed to all persons except the members of the Review Committee, the student, the designated representative of the student, the designated representative of the Department, legal counsel for either party (if any) and the student advocate, if requested.

The representative of each party shall have the right to hear and to cross-examine witnesses, to have access to all documents submitted to the Review Committee for consideration, to call witnesses, and to submit other evidence.

The student shall not be required to give evidence, but if the student elects to do so, then the student may be cross-examined.

The Chair of the Review Committee will provide a formal written report regarding the disposition of the committee to the Director of the School of Medical Rehabilitation, the Department Head, the student, the designated representative of the student and the

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<sup>9</sup> Confidentiality will be maintained as much as possible however information may be disclosed if required by law.



## **COMPLAINT HANDLING GUIDE FOR STUDENTS, FACULTY & ADMINISTRATORS**

### **A. GENERAL PURPOSE**

This guide was prepared by the Executive Director of Student Services, on behalf of Student Advocacy, in consultation with the Ombudsman.

The purpose of this document is to provide guidelines for the handling of student complaints which are not otherwise addressed by other policies and procedures. Where a matter falls under the Senate Academic Appeals Procedures, Student Discipline By-Law or the Respectful Work and Learning Environment Policy, then the applicable policy and procedures shall be followed as outlined therein.

Providing guidelines will allow for consistency and fairness in addressing issues and complaints in a timely and efficient manner.

### **B. THE PRINCIPLES OF PROCEDURAL FAIRNESS**

1. A fair process means that concerns or complaints shall be heard fairly and that decisions will be made by fair and unbiased decision-makers.
2. A complainant (for the purposes of this document, a student) has the right to bring forward a complaint without the fear of retaliation.
3. A complainant has the right to have the matter addressed in a timely manner by an appropriate Administrator who is not in a conflict of interest and who can address the concerns without bias.
4. The person against whom the complaint is made (hereinafter referred to as “The Respondent”) shall have the right to respond to any complaint which is brought forward to him/her.
5. The complainant has the right to be informed of the respondent’s response and reply to it.
6. Both parties have the right to know how the matter was addressed and/or resolved. Consideration shall be given to confidentiality under UMFA Collective Agreement.
7. Although it is preferable to resolve a matter on an informal basis, the complainant and respondent have the right to be informed about all formal avenues of recourse which may be available.

### **C. PROCESS FOR STUDENTS BRINGING FORWARD A COMPLAINT**

1. A complainant bringing forward a complaint shall, in the first instance, attempt to resolve the situation by speaking to the person involved e.g. professor or in the case of a graduate student, the student’s supervisor.

2. Where the matter can not be resolved to the complainant's satisfaction at that initial level, the complainant, if proceeding with the complaint, shall bring the complaint to the attention of the department head or to the chair of the graduate committee, in the case of a graduate student.
3. Where the matter can not be resolved at the department level or with the chair of the graduate committee, the complainant has the option of bringing the complaint to the attention of the Dean ( in many faculties and schools, including the Faculty of Graduate Studies, there is an Associate Dean who is designated to receive such complaints).
4. At any one of the three levels described above, the complainant may access assistance from offices such as: Student Advocacy, University of Manitoba Students' Union, Graduate Students' Association and Equity Services.
5. Normally the Ombudsman's services are available to the complainant after all levels of conflict resolution and all levels of the formal appeal process have been exhausted.

#### **D. THE ADMINISTRATIVE OFFICER'S ROLE**

(For the purposes of this document the Administrator is any University of Manitoba employee who has the authority to hear and make decisions about student matters e.g. department heads, associate deans, graduate student supervisors, chairs of graduate committees, directors and deans.)

1. To provide information on complaint resolution procedures.
2. To consider the rights and interests of both complainant and respondent.
3. To facilitate the resolution of the complaint through informal resolution as listed in (a)-(d).
  - a) counselling the complainant with regard to what kind of resolutions can be expected.
  - b) counselling the respondent against whom a complaint has been lodged, on effective and timely resolution.
  - c) serving as a source of information about the referral to mediation, advocates, counselling and other services for both complainant and the respondent.
  - d) mediating between the complainant and the respondent.
4. To investigate where it is deemed appropriate.

## **E. RECOMMENDED PROCEDURES**

### MEETING WITH COMPLAINANT

1. To listen to the concerns of the complainant.
2. To keep a written record and to discuss confidentiality of notes.
3. To ascertain if the complainant has discussed the matter with the faculty member.
4. To determine the resolution expected by the complainant.
5. Review options (as outlined in item 6 a-f).
6.
  - a) The complainant could approach the respondent against whom a complaint has been logged with his/her concerns.
  - b) The Administrative officer meets with the respondent (without revealing the name of the complainant, where confidentiality is an issue) to ascertain his/her perspective.
  - c) The Administrative officer could set up a meeting of the complainant and the respondent with the Administrative officer or some other third party as mediator.
  - d) The Administrative officer takes no action without further instruction from the complainant.
  - e) Where the complainant has unsuccessfully attempted to resolve the matter directly with the faculty member or where the complainant is not comfortable to do so on his/her own, the Administrative officer can commence an investigation.
  - f) Other actions as may be seen to be appropriate and agreed to by the Administrative officer and the complainant.

### MEETING WITH FACULTY/STAFF MEMBER/STUDENT AGAINST WHOM A COMPLAINT HAS BEEN LODGED

Where the complainant permits the Administrator to raise the matter with the respondent,

1. Inform respondent of complaint.
2. Inform respondent that a written record will be made. Communicate the content of the meeting notes that will be kept on file. (confidentiality)
3. Explain, in detail, the concerns brought forward by complainant.
4. Obtain the respondent's perspective.

5. Outline the choices presented to the complainant and what the complainant wishes.
6. Request how respondent would like to resolve the matter.
7. Discuss next steps with respondent which may include Administrative officer discussing the response with complainant or may include setting up meeting between complainant and respondent.

## INVESTIGATIONS

1. Investigate the complaint to determine if further action is warranted. This shall include speaking with the respondent directly and may also include interviewing any other witnesses necessary to assess the substance of the complaint. The complainant will have the opportunity to reply to the respondent's response.
2. If the preliminary investigation suggests that a formal full investigation appears to be warranted then the matter shall be referred to the Dean (in the case of graduate students this shall mean the Dean of the Faculty of Graduate Studies). In the subsequent investigation the rights of all parties must be respected.
3. The Dean holds the authority to decide if a formal investigation is warranted and the Dean may designate the duties of conducting a formal investigation.
4. The Investigator shall advise the complainant and respondent that a formal investigation has been authorized and the respondent will be fully informed by the Investigator about the complaint. The respondent shall have a reasonable opportunity to respond fully to the complaint. In the subsequent investigation, the right of all parties must be respected and all parties shall be fully informed about the expectations of the formal investigation e.g. confidentiality, records, FIPPA, etc.
5. If the formal investigation determines the complaint is not warranted advise both the complainant and the respondent of this conclusion.
6. If the formal investigation determines that the complaint is considered frivolous and/or vexatious, inform the complainant that disciplinary action may be taken.
7. If the formal investigation determines the complaint has been substantiated, the Administrative officer shall determine the appropriate course of action to be taken and shall advise the respondent accordingly. The Administrative officer shall also advise the complainant as to the decision, taking into account the respondent's rights of privacy and rights pursuant to UMFA or other collective agreements.

May 8, 2006

If you have questions please call Student Advocacy at 474-7423.

[Student\\_Advocacy@UManitoba.ca](mailto:Student_Advocacy@UManitoba.ca)

[http://umanitoba.ca/student/resource/student\\_advocacy/index.html](http://umanitoba.ca/student/resource/student_advocacy/index.html)

## APPENDIX 1

### Guidelines for Student Use When Contacting External Resources/Personnel

#### Background:

Students are often directed or choose independently to contact external resources (personnel outside the University) for information when completing assignments and projects. External resources might include persons located in hospitals, personal care homes, community agencies, government services and/or private corporations. Students may wish to talk with therapists or other health professionals and personnel or may simply seek information from support staff or receptionists. It is important that a consistent and thoughtful approach be taken in communicating with all resource personnel.

#### Contacting Community Resources

The **most important** consideration in contacting community resources/personnel is to **respect the time and expertise of those you are contacting**. Many clinicians and support personnel have very full schedules and generally work hard to accommodate student requests. The following guidelines will facilitate a successful experience as you approach and work with external resource personnel.

- Provide external resource persons with **as much lead-time as possible**. Students generally know assignment requirements and due dates on the first day of a course. Call early to set appointments or to request information. Do not expect an immediate response (i.e. same day or next day service). People will try to accommodate your requests, however, they can't be expected to drop everything because your assignment is due the next day!
- If the person you are trying to contact is not available, try to determine a good time to re-contact him/her or ask for an alternate resource person. Do not ask resource personnel to contact you outside of work hours.
- During your initial contact or phone call: Introduce yourself as a student in the Occupational Therapy/Physical Therapy/Respiratory program at the University of Manitoba. State that you are taking a course in \_\_\_\_\_ with Professor \_\_\_\_\_. Explain that you are doing a project on \_\_\_\_\_ and would like to meet with them to discuss some questions you have about \_\_\_\_\_. If possible, indicate the

amount of time anticipated for the meeting. Be courteous during your contacts and respect your resource's time. Present yourself as a professional colleague.

- **Leave a contact number.** Always leave a contact number (and "best time" to contact) with the resource person so that if his/her plans change he/she is able to contact you.
- **Plan your questions ahead of time.** Do some background reading on relevant topics before meeting with the resource person. Organize your thoughts around what you want to know and request enough time with your resource person to collect this information. Being organized and preparing ahead helps you to make the best use of your time during the interview/meeting.
- **If you want to take pictures or audio/video tapes of the session then ask permission during your initial phone call.** Do not turn up with cameras/tapes expecting that you will be allowed to use these. In addition, release or consent forms are often required for audio, video or picture taking. Be prepared by taking along a consent form that can be signed by those involved. Information required in a consent form should be discussed with the course lecturer.
- **Avoid changing appointments.** Changing appointment times should be avoided. If a change must be made (e.g. you are ill or an emergency situation arises) provide as much lead time as possible and arrange a new appointment time as soon as possible.
- **Acknowledge resource person(s) in your reference list.**
- **Invite resource person to your presentation.**
- **Write a thank you letter.** You may want to write a thank you note following your meeting/contact with each resource person. You may want to include a copy of your report/assignment.

## APPENDIX 2

### Guidelines for Written Assignments

#### Master of Occupational Therapy Program Guidelines for Written Assignments

The goal of the Guidelines is to provide suggestions for consistency in written assignment expectations across the MOT program. Specific guidelines regarding an assignment from an instructor may differ from the suggestions listed below. Please direct any questions to the specific instructor.

Learning to use the American Psychological Association format is essential. A portion of the marks for most assignments relates to your ability to write, cite and reference appropriately.

The method through which you retrieve your information (i.e. hard copy or electronic) is essential in determining the format of the citation/reference. Review and familiarize yourself with the following resources that will assist you in preparing assignments.

#### Required Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

- The most comprehensive guide to citing and referencing hard copy resources. Some information about electronic resources is included however it is not as comprehensive and current as the *APA Style Guide to Electronic References*. In addition to the mechanics of citing and referencing this guide also contains a useful chapter related to expressing ideas and reducing bias in language (see Chapter 2).

#### Recommended Resources

Taylor-Mendes, C. (2004). *Writing papers or assignments in the Faculty of Nursing: A guide for students new to academic writing*. Winnipeg, MB: University of Manitoba, Faculty of Nursing.

- An easy-to-read and useful resource for students with limited writing experience. A good overview and introduction to the skills required to write effectively in a health care program.

U of M Learning Assistance Centre – <http://www.umanitoba.ca/student/u1/lac>

#### MOT program exceptions to APA Style and Formatting

**Title Page.** A title page is the first page of your written assignments. Do not use the APA format; refer to page 4 for an example of the title page format. Do not include a page number on your title page.

**Running Head.** Include your last name or your student number on the top of every page starting with page 2.

**Abstract.** An abstract is not required.

**Preferred Typeface/Font.** In addition to 12-point Courier and 12-point Times New Roman fonts (preferred typefaces in APA), 12-point Arial is also acceptable.

**Spelling.** The APA publication manual specifies the use of American spelling however, the OT program supports the use of Canadian spelling (for example, behaviour, colour, program, organization, and centre). The Canadian Concise Oxford Dictionary is a good resource. When quoting or citing from an already published work, use the spelling as it appears in the original document.

## Additional Citing and Referencing Guidelines

### **Academic or Fieldwork Course Assignments or Evaluations**

Paraphrasing verbal or written feedback you received from a professor or fieldwork educator regarding an assignment or your performance:

<b>Reference List</b>	Since this is personal, private information, it is not recoverable data on therefore not listed on the Reference List.
<b>Citation in text</b>	<p>Cite it as a personal communication and include the date you received the information as part of the citation.</p> <ul style="list-style-type: none"> <li>• J. L. Smith (personal communication, month day, year)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• (J. L. Smith, personal communication, month day, year)</li> </ul>

Paraphrasing a document that you have authored:

<b>Reference List</b>	<ul style="list-style-type: none"> <li>• Your last name, first initial. (month, year). <i>Title of assignment</i>, course name &amp; number. Winnipeg: University of Manitoba, Occupational Therapy Department. Confidential course assignment/evaluation.</li> </ul> <p>Note: If you include more than one assignment on your reference list written in the same year, include a lowercase letter (e.g. a, b, c, etc.) immediately after the year, within the parentheses.</p>
<b>Citation in text</b>	<ul style="list-style-type: none"> <li>• (Your last name, year and lowercase letter if applicable).</li> </ul>

If you are quoting directly in any the above instances, follow the APA guidelines for quotations.

### **Catalogue**

<b>Reference List</b>	<ul style="list-style-type: none"> <li>• Name of Company. (year, season or month). <i>Title of Catalogue</i>. [Catalogue]. City of publication, Province or State of Publication: Author.</li> </ul>
<b>Citation in text</b>	<ul style="list-style-type: none"> <li>• Name of Company (year and season or month if applicable, page #, item #).</li> </ul>

## Bibliography

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Walden University, Baltimore, Master of Science in Nursing Program. (2007, January). Uniform guidelines for students and faculty. Retrieved November 29, 2007, from

[http://inside.waldenu.edu/c/Files/DocsWritingCenter/Nursing\\_Uniform\\_Guidelines\\_Final\\_2007.doc](http://inside.waldenu.edu/c/Files/DocsWritingCenter/Nursing_Uniform_Guidelines_Final_2007.doc)

Developed by: Johnson, L. & Sullivan, T. (2008)

Updated: 2010

Title of Paper

**Submitted to:** Name of Course Instructor

**Submitted by:** Name of Student(s)/ Student Number(s)

**Partial Fulfillment of:** Course number

**Date:** On or before Assignment Deadline

## **APPENDIX 3**

### **Guidelines for Effective Presentations**

**DEVELOPED BY: MARGARET TOMPSON  
REVISED: JULY 2009**

## **Introduction**

Occupational therapists are faced with making presentations on a daily basis (e.g. rounds, staff meetings). Therefore, during your time at the School of Medical Rehabilitation, you will be involved in making a variety of presentations in preparation for the day you graduate.

These guidelines on presentation skills have been divided into the following sections for ease of reference:

### **Preparation**

1. Needs assessment
2. Development of the presentation
3. Development of supporting material
4. Development of a check-list of requirements
5. Preparation of physical space
6. Mental preparation

### **Delivery**

1. Entrance and first moments
2. Stance and Gestures
3. Voice control
4. Eye contact and use of notes
5. Using audio-visual media
6. Timing of a presentation
7. Bringing closure
8. Answering questions

### **Appendices:**

Appendix A – Legibility Standards

Appendix B – Voice control exercises

Time spent in preparing for your presentation will pay dividends. There are several points that need to be considered:

## **1. Needs Assessment**

This is the stage when you develop a foundation for your presentation. It is a time for developing the who, what, when and why of a presentation.

### **1.1 Analysis of Audience**

Why is this information important to the audience?

What needs will it meet?

What do they already know?

Answers to these questions will give you an indication of the level to gear your presentation at and also the amount of detail that you need to give.

### **1.2 Analysis of Time/Place/Duration**

A presentation first thing in the morning, right after lunch, or at the end of the day, would present different challenges and would need to be considered in developing your presentation.

The length and place of your presentation would also call for different factors to be considered. A presentation in a lecture theatre, or in a small seminar room, or talking to people in the middle of a shopping mall will all lend themselves to different approaches. A five-minute talk will require different preparation from a one-hour presentation.

### **1.3 Analysis of Reason for Presentation**

Take time to identify the purpose(s) of the presentation. Educating an audience about something or trying to inspire them towards a certain course of action will require different approaches.

### **1.4 Analysis of Resources**

A limited budget does not allow for a multi-media presentation with glossy brochures! Some consideration is needed in the planning of the presentation as to the resources that might be available.

## **2. Development of the Presentation**

Time spent in organizing your ideas and developing a flow to the presentation will do much to enhance your delivery of the presentation.

### **2.1 Develop a key point**

Select one idea you want your audience to be aware of or know by the end of your presentation. Write it on a card and place it in front of you as you develop your presentation. Everything you do should focus on getting this point across to your audience.

## 2.2 Develop up to 5-7 sub-points

Research has shown that an individual can remember approximately seven points. Do not exceed this number or your audience will feel overwhelmed and remember nothing. Think about what they need to know rather than what you want them to know. Practice the K.I.S.S. approach – Keep It Short and Simple! When in doubt leave it out.

## 2.3 Develop an audience-grabbing opening

You have approximately 30-120 seconds in which to grab the audience's attention. Think carefully how to create the kind of opening which they will not forget.

## 2.4 Provide clear direction to your audience

Make sure that you make good use of transitional/signpost statements such as:

*“I’m going to cover these three key areas”*

*“Here is the second of four”*

*“Having talked about”*

*“We now move on to”*

If using more than one individual to make the presentation, try and make transitions between speakers match switches in the content being covered.

## 2.5 Reinforce your message

Tell them what you are going to say. Say it. Then finish by telling them what you have just told them.

## 2.6 Plan for audience involvement

An involved audience is an attentive audience. Try and create opportunities for audience involvement through the use of:

- questions to the audience
- small group activities
- focused problem solving
- fun activities that reinforce message

## 3. Development of Supporting material

A presentation without supporting material can be like an un-spiced meal. Supplementary audio-visual aids and handouts can liven up even the most mundane presentations, as long as they are not overdone.

Audio-visual media provides realism together with efficiency. There is better retention (verbal + visual images), better comprehension (clarifies concepts), improved audience attention, and effective use is made of more than one of the senses.

A word of warning! Poor use of audio-visual media and inappropriate handouts are worse than having none. Therefore, before using audio-visual media ask yourself 5 key questions. Answers to these questions will ensure appropriate, efficient and effective use of Audio Visual media.

### **3.1 Why do I want to use Audio-visual media?**

Reasons may include: To show movement, to review information, to provide close-ups, to illustrate places or things that are not present, or to emphasize important points.

### **3.2 What resources do I have?**

The preparation of audio-visual media takes time. Depending on the type that is used, it can also be expensive. Some media require specialized equipment and an appropriate environment, such as a darkened room.

### **3.3 How often will the material be used?**

Spending five hours preparing one PowerPoint slide which will only be on the screen for 30 seconds and perhaps only used once, is probably not a cost-effective use of your time and energy.

### **3.4 What would be the results of using or not using audio-visual media?**

The key point here is whether your use of audio-visual media is essential to the success of your presentation, or whether it would just be rather “nice” to have.

### **3.5 Is the Audio-Visual media I want to use legible in that setting?**

An important component of the effective use of audio-visual media, is the ability to see it without squinting or using binoculars! Appendix A lays down some simple guidelines for legibility standards in the use of audio-visual media.

### **3.6 The Development of “Artwork”**

Whether you are planning to use overhead transparencies, posters, slides, or a computer program, good artwork is essential.

- Never copy diagrams or tables straight from a book or article. They need to be simplified and kept within legibility standards
- Keep the background simple and uncluttered
- A rough guide is to use at least 4 visuals for every ten minutes of talk. Another guideline is to use a new visual for each new idea.
- A horizontal rather than a vertical format is usually better for all visuals.

### **3.7 Handouts**

Think about the various reasons for the use of handouts and design yours to meet the needs of your presentation. For example, handouts can be used to provide:

- An outline of key points so that the audience can add their own notes
- Additional material which you won't have time to cover
- Lists of additional sources of information, such as a bibliography or useful names and addresses.

#### **4. Development of a Check-List of Requirements**

Make up a list of the requirements for your presentation. Nothing is too small to go on the list. If it is essential to your presentation, put it down!! It is easy in the stress of getting organized to forget about simple things like pens for the flip-chart and masking tape to put up your work on the wall. Never assume that the organizers of the event will have what you need.

#### **5. Preparation of Physical Space**

Arrive early enough to give yourself a chance to rearrange all the furniture and get a sense of what it feels like to be in that particular space. In thinking about how you want your physical environment organized, consider the following questions:

- Where should you stand in relationship to your audience and any audio-visual media you might be using?
- Do the audience need to have tables to write on?
- How can you arrange the room so that late arrivals will not disrupt your presentation?
- Is the view out the windows likely to distract your audience, or will the light coming in obliterate their view of you?
- Will your audience need to be able to move around during the presentation if you have group activities?
- Are you able to darken the room to show slides?
- Are the electrical points where you need them for your audio-visual equipment?
- Is the correct equipment and/or cables available to allow you to use a computer for your presentation?
- Does your laptop have the right software to be able to connect with the projector?

#### **6. Mental Preparation**

For many people, giving a presentation is as desirable as a visit to the dentist. Some tension and anxiety is normal and can lead to an effective presentation. Experienced presenters often say that the times when they have felt no anxiety have been the times their presentations have come across as rather flat and un-stimulating. However, too much stress can destroy a presentation. Here are some strategies to help you control the anxiety you feel just before giving a presentation:

- Thoroughly practice your presentation until you have worked out all the problems. Always use all portions of the presentation or you may forget parts when you finally make it.
- Take the opportunity to sit in the place where you will be giving your presentation. Then when the time comes for you to speak, you will feel as if you are in familiar surroundings.
- Think positive thoughts – Think of the advantages of giving a presentation. Yes, there are some! You have people's undivided attention. It is a great learning experience.

- Visualize problems and then think through your reaction. Having gone through this exercise, nothing is likely to phase you!
- Practice relaxation techniques. Tense and relax the large muscles of your body. Get rid of excess nervousness by concentrating it where you can control it. For example, squeeze one hand as tight as possible, and then relax.
- Close your eyes and visualize your perfect presentation.
- Try to meet some of the audience and get to know them before your presentation.
- Try some quiet reflection on your material. Quickly run through it in a couple of minutes.
- Dress appropriately for the audience and for your own feelings of comfort. Avoid tight constricting clothes. Wear comfortable shoes that won't slip or cause you to be unsteady on your feet.
- Warm up your vocal cords (see Appendix B for some ideas)

## **DELIVERY**

A well prepared presentation can be totally ruined in the way it is delivered. Unfortunately, people do tend to judge the merits of a presentation in large part on **how** the information is presented to them. Research has shown that the following ten attributes will be found in the truly effective presenter:

- Emphatic gestures and movements.
- Relatively short simple sentences.
- Appropriate use of pauses.
- Use of blackboard/flip-chart/overhead to emphasize points.
- Speed correct and varied; remember process takes time.
- Made friendly personal references to class or themselves.
- Used task-orientated statements "Now look closely at..."
- High proportion of nouns rather than pronouns "it or they."
- Contained signposts "There are 3 main areas."
- Linked portions of their explanation "So far we have..."

### **1. Entrance and First Moments**

The way you walk to the front of the room and stand and face the audience will send an important non-verbal message to everyone. The message should be that you are confident and happy to be there. To achieve this, consider the following points:

- Walk confidently up to your place at a normal pace (don't crawl or run)
- Wait a few minutes before starting to talk. You need to get used to where you are standing. Your audience needs to get a good look at you and won't be listening if you start speaking immediately.
- Take time to get yourself, your notes, audio-visual media and anything else you need to use organized.

- If you need some water, only have a half-full glass and keep it away from where you might knock it over!
- Smile at your audience and look as though you are really glad to be there. If it will help, imagine them all sitting there in just their underwear or no clothes at all.
- If the person introducing you makes small mistakes about you or your presentation, ignore them. If incorrect information was given which will cause problems for your presentation, make the correction but in a way that will not embarrass the person who introduced you.
- Do not start a presentation by apologizing for anything. It weakens it.

## **2. Stance and Gestures**

The stance and gestures you adopt should be natural for you. Stand in a relaxed fashion, with weight evenly distributed on your feet. Move about naturally but not to the extent that the audience gets exhausted from trying to follow you around the room. If you normally use gestures, then do so. If you don't, then don't force it. Nothing is worse than watching a presenter waving their arms around in what is obviously a contrived fashion.

The following are some of the stances that you should AVOID at all cost!

<b><i>The Lifeboat:</i></b>	Gripping on to the podium as if your life depended on it
<b><i>The Fig leaf:</i></b>	Hands clutched in front of one's vital parts
<b><i>The Handcuffs:</i></b>	You wonder if the speaker is an amputee as you never see their hands
<b><i>The Anti-attack:</i></b>	Hands crossed over the chest
<b><i>Prayer or wringing of hands:</i></b>	Hand firmly clasped or in constant motion
<b><i>Leaning Tower or feather:</i></b>	All weight on one side or swaying in the wind
<b><i>Concrete Pad:</i></b>	Feet firmly planted and never moving
<b><i>Constant motion:</i></b>	Moves backwards and forwards till you get dizzy

## **3. Voice Control**

Everyone has a perfect voice until they start going to school and being told to be quiet! There are a variety of techniques to help you if you have trouble with your voice (see Appendix B). Some additional pointers about voice control are:

- A lower pitch is easier to hear and sounds more authoritative than a high pitch.
- People tend to speed up their speech when nervous, so make a conscious effort to slow your speech down at the beginning of presentations.
- Do not be afraid to breathe or pause to allow time for the audience to think about what you are saying to them.
- Vary the way you use your voice rather than adopting a monotone. Your audience is more likely to stay awake.
- Think of what you want to say rather than on individual words. (i.e.) "Think only thoughts and words will come rushing in".
- The more people in an audience, the slower you will need to speak.
- If you use a microphone:

- check it out before hand (but don't tap it!)
- take time to adjust the height before speaking
- move your head instead of your body

#### **4. Eye Contact and Use of Notes**

A good presenter includes people by effective use of eye contact. Some people need to use notes when they make presentations, however care should be taken that these notes do not interfere with your eye contact with the audience.

Some strategies for maintaining good eye contact are as follows:

- Do a continuous slow sweep of the room – don't ignore a section
- Do not fix on one person because they look interested or you feel comfortable looking at them. Eventually, it will make them feel awkward (they won't be able to doze!) and you make the rest of the audience feel excluded
- If you do not like looking people in the eye, zero in on the middle of their foreheads, the audience won't realize the difference.

Strategies for having effective notes include:

- Using file cards held in the palm of the hand
- Using large fonts (e.g. 14 pt. or larger)
- Using only upper case letters for key parts of your notes
- Using lots of space around key points
- Using highlighters
- Putting in speaking "notes", such as when to pause, or when to use some piece of equipment
- Putting circles around material that you can delete or add depending on the time available during the actual presentation
- Making sure your notes are numbered, so that if you drop them it is not a complete disaster
- Learning to read your notes during the natural pause in your speaking rather than having your head down as you read
- Making timing notes to yourself in the margin so that you can adjust your presentation if you are too slow or too fast

#### **5. Using Audio-Visual Media**

Audio-visual media adds much to a presentation but it can also create many headaches if things go wrong. For example, when you turn the switch and nothing happens go through the following check-list before you panic:

- Is the machine plugged in?
- Is the machine plugged in to a working electrical outlet?
- Are the extension cords well connected?
- Has the bulb burned out?

Your use of audio-visual media can be enhanced by the way in which you use it. The following are some general hints that will make your presentation more effective and polished:

### **Flipcharts**

- Put titles at the top of each page, as necessary, ahead of the actual presentation.
- Use one flipchart for prepared material and one for writing on.
- Leave blank sheets between prepared material so that the words will not show through.
- Write on the paper in light pencil before the presentation if you need a guide as to the size of the lettering you will be using or you plan to write down difficult/complex material.
- Allow 20 – 30 seconds after writing before removing the paper.
- Use water-color pens rather than permanent ones which tend to bleed through on to the other sheets of paper.
- Red pen is more difficult to read than black or blue so only use it to highlight your text.
- Tear pages off from the corner, rather than ripping them off straight down. It will prevent tearing the page in the middle.

### **Computerized presentations (e.g. PowerPoint)**

Computerized presentations such as PowerPoint have many advantages. They allow for flexibility, have no cost (once the hardware/software has been purchased), provide for dynamic presentations, and can easily generate handouts. However, the ease with which computerized presentations can be created can also produce some terrible examples. The principles of effective use of audio-visual media that have been described also apply to computer presentations. However, in addition there are some other points that must be considered that are unique to this type of media.

- Have the slide show ready to go, rather than showing the audience the main menu view.
- Make sure the screen-saver is turned off.
- Ensure the power saver is disabled so the computer does not turn itself off in the middle of the presentation.
- Do not use animation techniques just for the sake of showing you can use them.
- Do not let your use of the technology distract the audience from the content of your presentation.
- Go to [www.anandnatrajan.com/FAQs/powerpoint.html](http://www.anandnatrajan.com/FAQs/powerpoint.html), for a basic list of “do’s and don’t’s” when using computers for making presentations.

## **Videotape**

With the advent of the camcorder, more presenters are making use of videotapes in their presentations. Care needs to be taken to ensure that the videotape is not clearly a learning experience for the camera operator, i.e. constant zooming in and out, missing heads, jerky movements, changing focus and poor noise levels! When showing videotapes as part of a presentation, the following points should be borne in mind:

- State how long the audience can expect it to run.
- Pre-set sound levels.
- Have video/film cued to the right place to start.
- Indicate what to look for (video stop and review).
- Video viewing – no one closer than 7 feet or further than the width of the monitor in terms of substituting feet for inches (e.g. for a 14 inch set, the audience should be within 14 feet of the set).
- Nobody should sit more than 45 degree from the center axis, nor should the monitor be placed more than 30 degrees above normal eye level.
- There should be one 23-inch screen for every 30 people.

## **6. Timing of a Presentation**

The ability to speak within certain time constraints is a crucial skill for any presenter. Care must be taken to find out the exact time limitations and whether there will be any flexibility. You need to know whether questions will be included in your time allotment or allowed to follow your presentation. In timing a presentation, remember the following points:

- Microphones will cause you to speak slower.
- Generally the time you take in a practice run will be approximately 20% shorter than the actual presentation time.
- One page of double spaced 10 point print with 1” margins takes just over one minute to read. For a ten-minute presentation, your notes should not exceed eight pages (unless you are using an extra large font for your notes).

## **7. Bringing Closure**

An audience will usually remember the beginning and end of a presentation, so make sure that your ending is as memorable as your opening. Make sure you summarize your key points. Consider a closing statement, which leaves the audience with:

- A thought to ponder on.
- Some call for action.
- An indication of how to get additional information.
- A provocative statement to start off the question period.

## 8. Answering Questions

An important part of being able to be an effective presenter is in handling questions. Indicate at the very of your presentation whether you will welcome interruptions or whether you would rather people held their questions till the end of the session. In addition, consider the following tips:

- Listen carefully to a question and repeat it for the benefit of the audience. Repeating a question also gives you some time to think about your answer.
- Sometimes it is a useful tool to turn the question over to the audience for response.
- If you don't know the answer, say so and indicate you will get back to the questioner with the answer or invite the audience to comment on the question.
- Be prepared with a question of your own, or a planted question, in order to get the questioning process started.
- Don't let any member of the audience monopolize you with their questions or trap you into responding with long convoluted responses, which the questioner may understand, but which is lost on the rest of your audience.
- Don't comment on the value of a question. For example, "*That is a good question*".
- Don't show with non-verbal or verbal signs your negative opinion of a question.
- Keep the rest of the audience involved when a specific narrow question is asked by expanding your answer to include points of more general interest.
- If a question is too complicated to respond to, answer briefly and suggest that time be found later to speak about it privately.

## APPENDIX A

### LEGIBILITY STANDARDS

If the visuals you use cannot be read easily, they might just as well not be used! The following are some important guidelines to use when preparing your presentations. A very rough check for legibility of material is to divide the width of the art work by 2, and stand that number of feet away from it. At this distance, it should be legible (e.g.) a diagram 4” by 6” should be easily read from a distance of 2-3’.

- Use upper case for titles less than five words
- Use both upper and lower case for longer titles
- Use simple fonts rather than italic ones
- Use sans-serif fonts rather than serif fonts (e.g. **Arial** rather than **Times**)
- Use words with less than 4 syllables
- Use light letters against a dark background
- No more than 6 words to a line and 6 lines to a visual
- Use large fonts 18-20 point (3/8”)
- Minimum size of lettering on a flipchart is 1/24 the height of the paper
- General rule for minimum size of lettering is 1/24 height of frame
- Lettering should be spaced optically rather than measured
- Space between lines should equal the height of an upper case letter or 1.5 times a lower case letter
- Space between words should equal 1.5 letter widths
- Optimal viewing distance is 2W to 6W where W = widths of image on the screen. If the viewing distance is greater than 6W, then lettering will have to be larger.

## **APPENDIX B**

### **VOICE CONTROL EXERCISES**

Rarely do people have “voice” problems. The symptoms of squeakiness, stammering, and drying up are all symptoms of “stress”. Your voice is affected by this stress. Prove this to yourself by pressing down hard on a table or countertop while at the same time saying “The University of Manitoba, Winnipeg”. Now repeat the same phrase but without pressing down. Notice the improvement when you are not stressing your body. The solution is to practice relaxation techniques and warm up your vocal cords before your presentation.

When running through your presentation, try projecting your presentation to a tape-recorder in another part of your house, i.e. stand at one end of the living room and project your voice into the kitchen.

Use exercises to get your voice ready to speak and avoid using dairy products just before a presentation, as these can sometimes cause excessive phlegm in your throat.

#### **Exercises for the vocal cords**

1. Roll your head like a cannon ball slowly 2-3 times then stop rolling your head and start humming a tune keeping your lips closed. (This exercise relaxes you, warms up the vocal cords and shakes down the phlegm in the throat.)
2. Say “Bibbity-Bobbity” repeatedly at different rates; concentrate on making excessive lip movements while at the same time attempting to smile. (This exercise gives you control over the rhythm of your speech and concentrates tension on the lips and face and not in the throat. It also puts energy into your lips.)

## APPENDIX 4

### Guidelines for Reference Requests

Students often seek references from fieldwork educators and professors whether it be for a job, scholarship application, or admission into a program of study. There are several things you should keep in mind when asking for a reference; it is often worse to get a mediocre reference than no reference. Recognize that giving references takes time and energy and you should be respectful of what this entails.

Only ask fieldwork educators in fieldwork experiences in which you have had an outstanding experience. Asking every fieldwork educator for a reference is an imposition on their time and will not enhance your application. Similarly, only approach professors who can speak to an aspect of your performance in their course that was special or outstanding. References should be requested for a specific application or situation; do not ask for a generic letter of reference. Generic reference letters hold little value with a reviewer. Furthermore, your referee has no control over when such a letter is used or how it is represented.

When approaching an educator or professor:

- ask the person whether he or she thinks she can provide a good reference for your request; if the person declines approach someone else
- provide sufficient time to craft a thoughtful reference and ensure that the person is aware of any deadlines
- provide background information including a current resume, notes about the aspects of the course or fieldwork experience that you feel are most relevant, a copy of your academic history
- provide information about the position to which you are applying
- if applicable, provide a self-addressed stamped envelope that can be mailed to the institution or individual requesting the reference
- clarify whether you are asking for a written or verbal reference or both.
- clarify whether you are asking for a reference for a singular occasion or are asking if the person can be listed as a reference on your resume for current and future use. If a person is listed on your resume ensure that you notify that person each time you anticipate that he or she will be contacted.
- ask if there is any additional information you can provide that would assist them in providing a reference.

For additional resources see:

<http://www.universityaffairs.ca/how-to-ask-for-a-reference-letter.aspx>

<http://gradschool.about.com/od/askingforletters/a/askletter.htm>

<http://climate.envsci.rutgers.edu/AskingForReferenceLetter.htm>

<http://cmsauthor.skidmore.edu/career/communications/handouts/upload/professorref.pdf>