



School of Occupational Therapy

Dalhousie University

On-Site Handbook

For

Faculty, Students, Academic

&

Research Staff

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**MSc (OT) ORIENTATION HANDBOOK
SCHOOL OF OCCUPATIONAL THERAPY
DALHOUSIE UNIVERSITY**

I. GENERAL INFORMATION

**** Note:** This handbook is primarily intended for persons studying, working, or visiting on-site (as opposed to visiting via online learning or distance technology) at the School of Occupational Therapy. For additional information about our distributed educational programs, please refer to the website for the online Disability Management Certificate, the Graduate Certificates, and the MSc(OT—Post-Professional) program. There is also an MSc(OT—Post-Professional) [Program Handbook](#).

A. School contact information

Courier Address:

School of Occupational Therapy
Dalhousie University
5869 University Avenue
occupational.therapy@dal.ca
Room 215, Forrest Building
disability.management@dal.ca
Halifax, NS B3H 4R2

Phone: 902-494-8804

Fax: 902-494-1229

E-mails:

Mailing Address:

School of Occupational Therapy
Dalhousie University
Box 15000
Halifax, NS B3H 4R2

Web: www.occupationaltherapy.dal.ca

www.dal.ca/dmcert

Facebook: Dalhousie School of Occupational Therapy

Faculty of Health Professions: <http://healthprofessions.dal.ca/index.html>

B. Campus Map

A campus map can be found at:

<http://campusmaps.dal.ca/>

C. Floor Plans of the Forrest Building

Floor plans of the Forrest Building can be found at:

http://occupationaltherapy.dal.ca/Files/Floor_Plans_for_the_Forrest_Building.pdf

D. Dalhousie School of Occupational Therapy's Values, Mission and Vision

Values

Excellence	<p>We strive for excellence in our work, through:</p> <ul style="list-style-type: none">• creating a teaching, learning, and scholarly culture that is challenging, exciting, intellectually rigorous, and balanced;• exceeding professional standards for educating quality therapists;• engaging in scholarship that is respected and admired; and• fulfilling our commitment to practicing therapists by providing opportunities for lifelong learning.
Collaboration	<p>We actively engage in constructing a collaborative, team oriented, supportive community among faculty, students, staff, preceptors, practitioners, clients and other partners, by:</p> <ul style="list-style-type: none">• practicing open communication;• ensuring fairness in our treatment of each other;• respecting the contributions of all; and• welcoming challenges, questions and debate.
Justice	<p>We actively pursue justice, equity and inclusiveness, by:</p> <ul style="list-style-type: none">• welcoming people from diverse and/or marginalized backgrounds;• ensuring that no one feels dismissed, especially due to status, rank, experience, or social background; and• attending to and speaking out about everyday life injustices.
Balance	<p>We seek balance, individually and collectively, through:</p> <ul style="list-style-type: none">• managing the creative tensions between personal, professional and community commitments• establishing equilibrium between the academic pursuit of knowledge and the education of skilled practitioners; and• remembering to have fun together.

Mission, Vision and Strategic Directions

Mission

To educate exceptional occupational therapists and to generate knowledge about occupation and occupational therapy, within Atlantic Canada and beyond.



Vision

The School of Occupational Therapy is a great place to study and work – known for graduating exceptional occupational therapists and for our supportive environment for occupation-focused scholarship and teaching.

1. We excel in a wide range of educational programs and approaches.
2. We engage in dynamic, collaborative and well-respected Occupational Therapy & Occupational Science scholarship.
3. We encourage and actively seek multi-sectoral partnerships that are mutually beneficial: locally, regionally, nationally and internationally.
4. We continue to build effective leadership and management.
5. We are financially robust.



Strategic Directions

1. Broaden our educational offerings and approaches
2. Enhance our scholarly climate and culture
3. Extend strategic partnerships
4. Build our management and leadership capacity
5. Continue to increase our resource

- E. **Academic dates:** The academic schedule, including important Registrar Office dates is printed in the Graduate calendar, <http://registrar.dal.ca/calendar>. Please refer to the schedule to ensure that important deadlines are met for registration and convocation.

II. **SCHOOL, FACULTY, AND UNIVERSITY REGULATIONS**

Students/faculty/academic and research staff in the School of Occupational Therapy are governed by the regulations of Dalhousie University, the Faculty of Graduate Studies School, the Faculty of Health Professions, and the School of Occupational Therapy. It is mandatory that students and faculty read and are familiar with all regulations. Please refer to the Undergraduate and [Graduate Calendars](#) and the School's policies for further information.

III. **ACADEMIC PROCEDURES**

- A. **Submission of Term Grades:** Faculty submit final grades online to the Registrar's Office within two weeks of the final exam or the last assignment for courses without a final exam. December grades are not required for a full year course, but may be requested for the purpose of assessment for awards. Faculty are required to enter grades for their courses directly to the Banner System.
- B. **Course Evaluations:** Students are asked to complete a Student Rating of Instruction (SRI) and other course evaluation questionnaires of all School courses. With a few exceptions, this is done electronically. Toward the end of each semester students receive an email directing them to the online system. The course evaluation questionnaire is designed to measure the teaching effectiveness of the faculty member. Questions relate to course content, organization and presentation of the course. Feedback is used as legal documentation by the faculty member, the Appointments Committees, and Tenure and Promotions Committees when a faculty member is being evaluated for reappointment, promotion and/or tenure. Therefore, course evaluation responses have a direct impact upon the career of the professor. The faculty member also uses the feedback to support revisions in a course. *It is a requirement of the Collective Agreement with the Dalhousie Faculty Association that written comments must be signed by the student to be used in decisions regarding reappointment, tenure or promotion.*
- C. **Examinations:** No written tests or examinations, with the exception of project presentation and major papers, worth more than 25% of the final grade may be held in the last two weeks of a term, without the explicit approval of the appropriate Faculty, School or College.
- Valid reasons must be given before requests for assignment extensions or rescheduling of a missed examination will be considered (e.g., arranging vacation schedule or interference with social life **are not** considered valid

reasons). Reasons of illness must be supported by a medical certificate, especially if examinations or assignments are missed.

- Except for extenuating compassionate reasons, examinations **will not** be rescheduled. Decisions regarding such issues are the responsibility of the professor concerned and the option of having the examination rescheduled is at the discretion of the course professor. If you are ill, it is important to call the School (494-8804) before the exam begins so the faculty member can be informed.

D. Invigilating Examinations and Tests: Faculty are responsible for invigilating their own examinations and tests. If it is a long examination or test, another faculty member may come into the room and relieve the faculty member for a few minutes. During an examination or test, the students should have all unnecessary papers, books, etc., cleared from their desks. In order to ensure an environment conducive to concentration for all candidates, students are **not** allowed to leave the room (e.g., to go to washroom) during the examination. Refer to the Examination Regulations in the Dalhousie Faculty of Graduate Studies Calendar for details; <http://gr.cal.dal.ca/>

- If faculty require the tables in Rooms 213 and 219 spread out during the final exam periods (December and April) the office may be able to help if given notice a few days in advance. Faculty and students are responsible for rearranging space if necessary and returning the room to its normal arrangement in time for the following class.
- If blank paper is needed for students to write their answers, official University examination booklets are available in the prep room. Check ahead of time to see that there is an adequate supply. Inform the Entry Level Program Secretary if books need to be ordered.

E. Academic Integrity: At Dalhousie University, adherence to the values of academic integrity and related policies is a requirement of being part of the academic community. Students and faculty are responsible for adhering to the policies and procedures related to academic integrity. Please go to: <http://academicintegrity.dal.ca/index.php> for more information.

F. Late Penalty: Penalties for late work are decided by individual course professors. Please refer to each professor's course outline for the late assignment policy.

G. Attendance and Punctuality: You are expected to be punctual and in attendance for all lectures, laboratories, scheduled assignments and exams, client appointments and clinical meetings. It is also expected that you will leave class or terminate clinical sessions at the designated times. You are educating yourself to be an occupational therapist, a professional person. Consequently, you have a responsibility to your future clients. Missing lectures or laboratories may result in a gap in your professional knowledge which will reduce your competence as an occupational therapist. Attendance at fieldwork placements is mandatory unless absence from the clinic is negotiated with the preceptor.

- H. Smoke/Scent Free Campus:** Most people are aware of the harm caused by tobacco smoke. However, people are sometimes surprised to learn that many people are also harmed when they inhale scents that are present in many personal-care products. Scents in perfume, cologne, hair spray, aftershave, shampoos, and even some soap and fabric softeners, cause serious illness in people who are sensitive to these chemicals. To provide an environment, which supports teaching and learning, Dalhousie asks students, staff, faculty and visitors to refrain from using such scented products while in University buildings. This Scent Reduction Program is part of a broader effort to limit, to the furthest extent possible, exposure to all chemicals in our buildings. More information on the Dalhousie Smoking Policy and the Scent Reduction Program is available from the Dalhousie Safety Office. You can reach the Safety Office by telephone at 494-2495, by e-mail at Safety.Office@dal.ca, Web site: <http://www.dal.ca/safety> or by visiting the office at 1391 Seymour Street.
- I. Confidentiality:** **ALL information regarding clients is confidential** and should not be discussed outside the school or fieldwork placement. Real case histories and anecdotal data for individual, group or organizational clients are used as illustration in lectures or laboratories and are **CONFIDENTIAL**. Information shared by individuals as part of the group process during classes or lab sessions is also considered confidential. To ensure the integrity of the client and respect the confidentiality of client/patient information regardless of source (client, therapist, records, charts, etc.) cases should **NOT** be discussed outside the classroom, clinic or site. Students shall not make written reports outside the clinic or site in which any part of the patient's/client's name appears except initials. They shall never remove a client's chart or record from the site. During orientation, students will be asked to sign a confidentiality and professional behavior statement (Appendix A).
- J. School Media Consent Form:** The School's Media Consent Form is to be used by all faculty, staff, and students for any project where a recording has been made of others. The consent form has been designed for use in a broad range of projects including administrative, publication, research and education. Form in Appendix B. Completed consent forms are to be kept by the party seeking consent (e.g. completed student consent forms for administrative purposes are kept securely locked in the student's file in the main office, etc.).
- K. Dress Code:** Students will abide by the dress code of the academic or fieldwork site and assure a professional appearance that does not hinder the academic or fieldwork environment. Faculty members may have dress codes for specific assignments, labs, etc. Please ensure that you contact course instructors for additional information.
- L. Respect:** As a student in a professional program, you are expected to
- Respect the opinions and decisions of university instructors, preceptors and other learners. Students will avoid insulting instructors, other health professionals or other students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification but does modify the manner in which the question or clarification is brought forth.) Disagreements with stated policies

and procedures or directions should be discussed with the appropriate person (university instructor, preceptor, occupational director, etc.). Respect, cooperate, and collaborate with other members of the health team.

- Respect the limited resources of textbooks, library books, reprints and journals. Students shall not withhold resources for their own use.
- Respect, protect, and conserve the resources available to the student for learning and therapeutic purposes; prevent misuse, abuse, or destruction of materials, equipment, and resources.
- Respect and protect the property and property rights of the University, site, clinic and client/patient. Be sure to gain permission prior to borrowing property and replace any accidentally damaged property in the site, clinic or home. Return borrowed items promptly. Students will avoid altering, defacing or otherwise harming another individual's property/projects.

M. Communication: Communication within the School has several different formats:

- Dalhousie Email – Email is the only authorized means of communication for academic and administrative purposes within Dalhousie. The University will assign all students an official email address. **This is the only email address that the School will use** for communication with students regarding all academic and administrative matters. Any redirection of email will be at the student's own risk. Each student is expected to check her or his official email address frequently in order to stay current with Dalhousie and School communications.

Student Filing Cabinet in Room 218 – Each occupational therapy student has a folder in the appropriate year student filing cabinet. Please check this folder frequently for correspondence from the School, your course professors or fellow group members.

Student – Main Office: The main office staff members are very resourceful and helpful. Please be mindful of the noise level near the main office and respectful of their time.

Student – Faculty Communication: Students are encouraged to discuss courses, assignments, concerns, etc., with the specific course faculty member. Since both faculty members and students have very busy schedules, it is recommended that you refer to each course professor's posted office hours or course outline for how best to arrange a meeting with the course professor.

N. Learning Responsibilities: In addition to the formal instructional process of the program, students are also responsible for

- Assessing their own learning needs and seeking further guidance, supervision and/or coaching in both academic and fieldwork situations.
- Completing their own self-directed learning based upon their learning needs
- Committing to continual learning throughout the academic and fieldwork components of the program by using unscheduled time, engaging in professionally relevant educational opportunities, engaging in educational interactions with other team members, and reviewing resource materials as required.

- O. **Accountability:** Students are expected to:
- Be accountable for actions at all times during class, group work and fieldwork settings. Students are reminded that client service has priority over student's individual needs, and it is the student's responsibility to assure this process while also attending to her/his educational needs.
 - Follow recommended line of communication.
 - Serve as an advocate for clients, their families, the fieldwork centre, and occupational therapy.
 - Maintain a goal-directed, therapeutic relationship with clients and the other team members who are working with the client.

- P. **General Guidelines for Papers and Written work:** Students will, at various times, be required to prepare written assignments as part of a course requirement. It is the School's goal that graduates will go on to research, write, and publish in their professional, administrative, or academic careers. The School uses written assignments to help explore an area in more depth and to acquire the skills of critical and reflective writing. For this reason, the grade for a written paper typically considers the quality of the preparation, written communication, and the content of the work. In keeping with the program philosophy the following terminology is preferred within the school:

- **Person first language** (i.e. person with a spinal cord injury instead of quadriplegic, or person living with schizophrenia instead of schizophrenic)
- **Client** instead of patient
- **Occupational therapy** or **occupational therapist** instead of O.T.
- **Preceptor** rather than clinical supervisor
- Please consult **EACH** course instructor's outline and assignment requirements for use of particular writing requirements and reference style. In general:
- **Helpful Resources**
 1. The American Psychological Association (A.P.A.) reference style is preferred for written papers. Please refer to the Kellogg's library website (<http://www.library.dal.ca/kellogg/internet/reftools/styleguides.htm>) for further information on A.P.A. Note that the A.P.A. manual is not available online but is available at the Kellogg library (Publication manual of the American Psychological Association: WZ 345 P976 2001 (copies in Reference and on reserve))
 2. If you would like assistance with writing skills contact the Writing Workshop at Dalhousie at 494-3379

III. **MSc(OT) ENTRY TO PRACTICE CURRICULUM OVERVIEW:**

The School's Conceptual Framework (Appendix C) forms the philosophical foundations of all our curricula including the MSc(OT). The School utilizes a competency framework to capture the particular areas of knowledge and skills that reflect the School's Strategic Plan, Conceptual Framework, and Professional and Educational outcomes. The core competencies defined within the program were derived from a combination of sources, including The Canadian Association of Occupational Therapists, Association of Canadian Occupational Therapy Regulatory

A. Dalhousie MSc(OT) Curricular Competencies

1. Describe and analyze occupational science and occupational therapy theories
2. Use and generate research
3. Assess and analyze
4. Enable Occupational change or maintenance (implementation)
5. Use related knowledge
6. Manage Practice
7. Advance the Profession

Our program was designed to provide an integrated, graded, experiential, and participatory learning environment. Peer learning and self-directed learning are encouraged, enabling students to identify and develop the supports needed to initiate and sustain lifelong learning. In addition to traditional educational strategies, the program utilizes group tutorials, peer learning, skills-oriented laboratories/assignments, fieldwork, and simulated client experiences. Lastly, within an integrated curricular process of academic and fieldwork learning experiences, students are continually challenged to examine how theory informs practice, and alternately how practice informs theory. Please see Appendices F and G for brief descriptions of the program.

V. Curriculum Delivery:

- A. Groups and Group Assignments:** The Occupational Therapy program promotes the use of small groups called “Learning Teams” to enhance the teaching/learning process. Group interactions facilitate fairness, inclusiveness, adaptive and rational thinking, problem-solving and communication skills. Students are randomly assigned to Learning Teams each year. The Learning Team list will be provided to all professors for the academic year.
- B. Laboratories and Tutors:** The School utilizes a tutorial program within the curriculum delivery. Our tutors are experienced community practitioners that assist with facilitating the integration of theoretical and practice concepts in a small group setting. The course instructor normally meets on a weekly basis with the assigned tutors to discuss and prepare the tutors for each lab session. For faculty who are interested in incorporating the use of tutors into the delivery of their course, please contact the Director.
- C. Fieldwork:** Fieldwork education is best described as ‘learning by doing and reflecting.’ Fieldwork education provides students with the opportunity to practice what they have learned in the classroom as well as develop new skills. During fieldwork, students learn to apply, analyze, synthesize and evaluate their classroom learning through coaching and supervision by licensed occupational therapists (also known as preceptors). Fieldwork occurs in occupational therapy practice settings and community organizations – these are referred to as fieldwork sites. All preceptors have a minimum of one year professional practice

experience. Fieldwork course objectives reflect classroom learning and progress in complexity to prepare students for entry level practice.

Students complete a first part-time fieldwork class or placement in the Halifax/Dartmouth area (90 hours) followed by three full time fieldwork classes (25 weeks total). Students develop professional practice competencies in a diversity of occupational therapy practice settings with a focus on rural and urban settings across the four Atlantic Provinces. Students also have options to complete fieldwork nationally and internationally. Information from the fieldwork sites and Fact Sheets from prior students assists with preparing for fieldwork, and arranging accommodation and travel at specific fieldwork locations. For a description of our Fieldwork planning strategies, please refer to Appendix F.

The School of Occupational Therapy has a mandate to arrange a balanced number of fieldwork placements in rural and urban settings in the four Atlantic Provinces. A fieldwork team consisting of the School fieldwork education coordinator, four Atlantic province education coordinators, an international fieldwork education coordinator, and a fieldwork executive secretary plan and implement the fieldwork education program of preparatory classes and fieldwork education placements. A National Fieldwork Placement Service arranges placements in Canada outside the Atlantic Provinces.

To avoid confusion and ensure clear communication with fieldwork sites, students are asked to discuss interests in specific fieldwork sites or locations with the School fieldwork education coordinator. Please do not contact occupational therapists or fieldwork sites directly to request a fieldwork placement. Specific policies related to fieldwork will be presented in fieldwork class sessions.

D. Interprofessional Health Education (IPHE): The School of Occupational Therapy and the Faculty of Health Professions are committed to engaging students in meaningful interprofessional learning opportunities. Within the 22 month MSc(OT) program, students will engage in a constellation of required interprofessional collaborative learning experiences – these experiences will fulfil the requirements for IPHE 5900. The IPHE learning opportunities have been designed to help students develop the attitudes, values and skills that are necessary for effective interprofessional collaboration and service delivery. Please refer to course outlines for additional information.

E. Student Representation on School Committees:

Student – Entry-Level Program Committee (ELPC). The ELPC has two student representatives who liaise with the Committee and student body.

Student – Committee of the Whole (COW). The president of DOTSS is an active member of the Committee of the Whole.

IV. DALHOUSIE BURSARIES, LOANS, SCHOLARSHIPS & SCHOOL AWARDS

Please refer to the School of Occupational Therapy webpage, www.occupationaltherapy.dal.ca for more information on awards and the application

process. Additional information and assistance with financial difficulties can be obtained through the Awards Office in the Henry Hicks Building.

V. SAFETY RESOURCES

A. Emergency Evacuation Procedure (Fire, etc.): If you see a fire, pull the nearest fire alarm and exit the building. Anyone hearing a fire alarm should immediately leave the building. Do not take the elevator. Classes should exit together, down the main staircase. Close and lock all doors as you leave, and take the main stairs out of the building, or one of the fire exits out and away from the building. All individuals will remain outside until they receive permission to re-enter from a fire warden or their designate. **The end of a bell is NOT a signal for re-entry.** Please adhere to the following instructions in case of an emergency evacuation:

- Close and lock all the doors as you leave, and take the main stairs out of the building, or one of the fire exits out and away from the building.
- Anyone exiting out onto the back lawn (west) must continue off this area to the front of the Forrest facing the Tupper Building, or the front of Dentistry. Everyone is encouraged to move well away from the building, moving to the Tupper Link if necessary.
- Re-entry will be through the Forrest Building's main door, Dentistry door (University Avenue), and the Dentistry delivery bay (off College Street) entrances when the fire warden or their designate gives the all clear signal that it is safe to re-enter

B. Security Services: Security Services is responsible for the safety and security of life and property at the University. Service is provided 365 days per year, with 24-hour coverage by vehicle, bicycle and foot patrols. All officers have received training in first aid, CPR and emergency response procedures (e.g., fire, bomb threats, sexual assault, medical emergencies, etc.). Information and assistance may be obtained at any time by calling the non-emergency number, 494-6400. All incidents on or adjacent to University property involved actual or potential danger to life, limb or property should be communicated immediately to [Security Services](#). Dalhousie has Walk Home Safe and Drive Home Safe programs. Learn more about the [Tiger Patrol](#).

C. Health and Safety: Health and Safety are important considerations at Dalhousie. The Safety Office website contains a variety of information from ergonomics to fire. You can download the Safety Orientation Handbook from the site at <http://safety.dal.ca/>

Safety procedures are listed in the University Safety Policies and Procedures Manual.

- Dalhousie is the first University in Canada to prohibit smoking on all University property. Like many Nova Scotia institutions, Dalhousie is helping to protect people from the adverse effects of scented products. As a School, we try to respect the rights of people to enjoy scents, while also respecting students' health needs. We encourage students, staff and faculty to leave scents for situations outside the School. As a School which respects diverse needs, we will try our best to add our voice and actions to being a scent-free space.
- **Accidents and Dangerous Incidents:** University and provincial regulations

require that reports are filed on all accidents and dangerous incidents. The following procedures will be observed at the School of Occupational Therapy by all faculty, staff, students, and visitors.

- Any accident or dangerous incident must be reported to the main office (494-8804) in Room 215 immediately
- Any after-hours incidents or accidents must be reported to security. Security can be reached through the on-duty student commissionaire or by calling the **Emergency Number 4109** (which can be called on any pay phone on the Dalhousie campus for free).
- Any potential health or safety hazard must be reported to the main office in Room 215 for further investigation.

D. First Aid: First Aid Kits are available in two locations in the School: Rooms 215 and 220.

VI. UNIVERSITY RESOURCES AND SERVICES

A. Health Science Bookstore: The Health Sciences Bookstore has the largest and most complete medical book section in Atlantic Canada, with over 2000 titles in stock. Thousands of other titles are specially ordered annually, and the department ships out books to consumers and hospitals throughout the world. The Health Sciences Bookstore is located in the Dentistry building, 5981 University Avenue, and is open year round, Monday to Saturday. Hours vary throughout the year.

B. The University Bookstore: owned and operated by Dalhousie, is a service and resource centre for the university community and the general public. The Bookstore has all required and recommended texts, reference books and supplies, as well as workbooks, self help manuals and other reference material. As well, you can find titles by Dalhousie authors. The Stationery department carries all necessary and supplementary stationery and supplies. The Campus shop carries gift items, mugs, clothing and crested wear, cards, jewelry, class rings, backpacks, novelties and briefcases. A Special Order department is located at the customer service area and will order and ship books worldwide. The University Bookstore is situated on the lower level of the Student Union Building on University Avenue, and is open year round, Monday to Saturday (Hours vary throughout the year).

C. Libraries: The **Kellogg Health Sciences Library**, located on the main floor of the Sir Charles Tupper Medical Building, holds most reference material related to Occupational Therapy. This includes books, periodicals and audio-visual materials. Library hours are posted on the door to the library. Faculty may put course material on reserve in the Kellogg Library. In order to find an article on reserve you require the article title, not the author's name. To find a book on reserve you require the author's name since books are filed alphabetically by author. For audio-visual materials the exact title is required. **Shelley McKibbin** is the library specialist for occupational therapy at the Kellogg Health Sciences Library.

- Other sources of library materials include the **Killam Library** which contains information regarding the humanities, social sciences and mathematics and the **MacDonald Science Library**, located in the Killam Library, which holds all material for the sciences. <http://www.library.dal.ca/>

D. University Computing and Information Services

- **E-mail:** Students and Faculty are reminded that email is an official form of communication at Dalhousie University. The email addresses provided to the students by the university will be the only email addresses that will be used for official communication. The School will only use your Dalhousie University email address for communication. A unique username called a *Network Identifier (NetID for short)* is provided for all students, faculty and staff. This NetID is the basis of your Dalhousie Email address and in combination with a password of your choosing will be used to access all centralized computing services on campus. ***Each student must format their email address to include their first and last name*** (i.e., Jane.Smith@dal.ca). For further information on how to activate and format your Dalhousie email address, please refer to <http://ucis.dal.ca/services/email>
- **Computer Labs:** UCIS supports over two-dozen Student Computer Labs located in various locations and departments around campus. You will need a Dalhousie NetID to use the computers in the labs. For more information on locations and hours, please refer to the lab information posted at <http://ucis.dal.ca/services/>
- **On-line Web Learning (OWL, also called BBLearn):** Many courses will require the use of OWL, which is supported by Dalhousie through *Integrated Learning Online (ILO)*. To log in to OWL, you need to know your *username* and *password*. For Dalhousie students, staff, and faculty your *username* is the same as the one used for My.Dal, email, the UCIS software download service, a workstation in a public computer lab on campus, etc. This is your Dalhousie *NetID*. On the Academic OWL server, your password is the same as your email login. For more ILO and BLS information and assistance, go to <http://integratedlearningonline.academiccomputing.dal.ca> or contact Dalhousie's Computer Centre Help Desk located in the basement of the Killam Library - info@dal.ca or (902) 494-2376 / (800) 869-3931

E. Sport and Recreation Facilities: The main sports and recreation facility on campus is the Dalplex, see campus map for location. Contact Dalplex for information on membership, programs.

F. Food and Beverage Facilities: Tim Horton's is located in the Tupper Link in the Tupper Building and there are a number of vending machines next to Tim Horton's. Second Cup is available in the Computer Science building. There is a small coffee/sandwich shop located in the front lobby of the Dentistry Building open from 7:30 AM to 3:00 PM during the academic year. Various other coffee shops are located in the SUB, the Killam Library and other campus buildings. There are also a number of eateries on Spring Garden Road two blocks north of

University Avenue. Faculty and staff are eligible to join the University Club located on upper campus near the Henry Hicks building. It has a licensed pub and dining room, games room, meeting rooms and large reception hall. There is an annual membership fee. For more details contact the Manager of the University Club.

- G. University Health Services:** Dalhousie Health Services is committed to providing quality health care and services to promote and enhance students' good health and well being. The services are easily accessible and geared to the unique health needs and concerns of students.

6230 Coburg Road (corner of Lemarchant)

Halifax, NS B3H 4J5

Ph: 902-494-2171

FAX 902-494-6872

<http://www.healthservices.dal.ca>

- H. Student Counseling and Psychological Services:** Life as a university student is a unique and challenging experience. Most of the time, students can deal with the everyday issues that arise while attending university. But like anything else in life, there will be highs and there will be lows. There will be times when students will feel totally in control of things and other times when they will feel lost, confused, depressed or uncertain. In other words, life at university can sometimes challenge you in unexpected ways. The Dalhousie Counseling Services Centre (494-2081) has a lot to offer in helping students meet the challenges faced, whether they are personal, academic or career-related in nature.

http://www.dal.ca/campus_life/student_services/health-and-wellness/counselling.html

- I. Sexual Harassment:** Sexual harassment, in general terms, is unwelcome, sexually oriented attention of a deliberate or negligent nature. It can adversely affect one's working or learning environment or participation in University life. It is a form of discrimination on the basis of sex, gender and/or sexual orientation and is prohibited by the Nova Scotia Human Rights Act. Sexual harassment can take many forms including, but not limited to, comments, jokes or insults about a person's gender, appearance or sexual orientation; leering or suggestive looks; displays of offensive pictures or materials; unwanted sexual propositions or demands; persistent unwanted contact after the end of a relationship; and unwanted physical or sexual contact. It may involve promises of reward for complying with sexual demands or threats of reprisals for failing to comply with such demands. It can also create an uncomfortable environment in which to work, live or study through continued sexual comments, suggestions or pressures. Dalhousie University is committed to an environment free from sexual harassment and has a policy and procedures in place to deal with concerns. This policy can be found on the Dalhousie web page at www.dal.ca/sexualharassment and copies are available from the Sexual Harassment Officer and members of the Sexual Harassment Resource Group.

If as a student or faculty member you feel that you are being harassed, whether by

- a professor, teaching assistant, staff member, co-worker, student or client, talk to someone. Sexual harassment usually does not go away if you ignore it. If you are able, tell the person as clearly, firmly and directly as you can that the behaviour is unacceptable and that you want it to stop immediately. If this does not stop the behaviour or if you are unable to communicate your concerns (for fear of reprisal or concerns for your safety and comfort), it is time to seek help. The Sexual Harassment Officer and the Sexual Harassment Resource Group provide advice, information and support to everyone involved in a concern. Contact information for members of the Sexual Harassment Resource Group is distributed regularly throughout the University community and is also available from the Sexual Harassment Officer or on the web page.

J. Accessibility for Students with Disabilities

- Dalhousie University Regulations are in place to address issues of access for students who wish to self declare a disability. Procedures are also in place for students who wish accommodations for a learning disability, see <http://www.registrar.dal.ca/calendar/gr/UREG.htm#9>. Please note: it is the students’ responsibility to make requests under these Regulations.
- The School of Occupational Therapy supports these University Regulations and will make accommodations within the limits of available faculty, staff, and financial resources. Students are urged to contact the Advising and Access Services Centre (AASC) as soon as possible, see <http://studentaccessibility.dal.ca>.
Students who require accommodations, due to either a permanent or a temporary disability or health concern, are **required** to register with Student Accessibility Services by calling 494-2836 or e-mail: access@dal.ca to discuss what types of classroom or exam accommodations may be needed. Accommodations are determined based on medical or clinical documentation and an interview with the student. Accommodations can only be provided upon receipt of official documentation from Student Accessibility Services. Students are encouraged to speak with their instructors as soon as possible, to avoid delays setting up needed accommodations. Refer to the School’s Policy Manual for additional information.

IX. SCHOOL OF OCCUPATIONAL THERAPY RESOURCES

- A. School Laboratories and Equipment:** The School has a number of classrooms, laboratories, seminar and research areas as well as a range of equipment and services to help meet the needs of instructors and students. Rooms can be booked through the main office. Please ask the lab coordinators or course professor if you have any questions about equipment or support.

<u>Classroom/ Laboratories</u>	<u>Room #</u>
Ground Floor	
Occupational Therapy Seminar Room (Assessment and Group Dynamics I)	G54
Occupational Therapy Seminar Room (Assessment and Group Dynamics II)	G55
Second Floor	
Occupational Therapy Living Lab – Simulation Suite	201 (Inner)
Occupational Therapy Seminar Room	201 (Outer)
Occupational Therapy Videoconference and Seminar Room	205

Occupational Therapy Soundproof, Telephone Interview Room	208
Occupational Therapy Community/Leisure Occupations Lab	213
Student Resource Room/DOTSS	218A
Occupational Therapy Seminar Room	218B
Occupational Therapy Productivity Occupations Lab	219
Occupational Therapy Learning Resources Room/Prep Room	220
Third Floor	
Faculty Research Lab	310
Faculty Research Lab	313
Occupational Therapy Seminar/Meeting Room	322
Visiting Scholar / Professor Emeritus Office	329

- **Note:** Students may only use the Living Lab – Simulation Suite (Room 201 inner) if a Faculty member is present to supervise. Students do not have access to rooms 322 and 205 unless meeting with a professor.

- **All members of the School Community are expected to:**

- Lock all doors and windows when leaving the rooms
- Maintain confidentiality and security of room access codes (these codes are for student, faculty, and staff use only)
- Maintain the practice environment in an organized manner, observing all safety procedures when working with clients and equipment, whether in class, clinic or community
- Contribute to the maintenance of supplies and equipment
- Assist in maintaining class, laboratory rooms and occupational therapy departments in good order
- Avoid leaving these rooms in disarray, disorder or dirty upon completion of your use of each room
- Ensure the safety and welfare of clients, other students or faculty and staff.
- If you notice something in need of repair within the School, please notify the main office at 494-8804.

We hope you will take pride in your School and do your part to keep it clean and attractive. Please dispose of all your waste paper, empty coffee cups, pop cans, wrappers etc. and clean up any spills. If necessary, do this for those who sometimes may forget. Recycling bins in the School are located in the student lounge (Room 312) and in the main hallway on the second floor just outside the main office (Room 215).

- B. Room Scheduling:** Rooms are scheduled through the main office on a first come, first serve basis, following regular class scheduling. Please contact the office if you wish to schedule space during the year. Teaching and research activities take priority over student requests.

Please book space with the Main Office at 494-8804.

- C. Classroom Set Up:** Rooms are organized to try and provide a good learning environment, keeping in mind numbers and obstructions. If the room arrangement needs to be changed, please lift the tables, as this reduces the amount of noise transmitted to offices below the classrooms. **Please return the tables to their original positions at the end of class and close all windows, as a courtesy**

to the next class.

- D. Access to the Forrest Building:** The doors to the Forrest Building/Dental Complex are open between the hours of 7:00 a.m. – 5:00 p.m. Entrance to the building after hours is restricted to those with a Dalhousie picture ID. Part time faculty without Dal ID may request a Dal ID or make arrangements for after-hours entry from the Administrative Coordinator.
- E. Evening and Weekend Access to Forrest Building and School Labs:** Weekend access to the Forrest Building is permitted by signing in at the security desk at the “breezeway entrance”. Dal ID is required. *Students are required to sign in and out and are responsible for closing all windows and doors prior to leaving.* The Forrest Building weekend hours (through Security) are Saturdays 10:00 a.m. – 6:00 p.m., and Sundays 12:00 p.m. – 10:30 p.m.
- F. Washrooms:** Female washrooms are located on the 2nd floor across from Room 218. The male washroom is located on the 3rd floor across from the student lounge. The school has a unisex accessible washroom located on the 2nd floor. Additional washrooms are also located in the basement and the main floor, adjacent to the elevator.
- G. Student Areas:**
- **Student Society Office (D.O.T.S.S.):** Designated section within the 218A Student Support Services area.
 - **Lockers:** Students may sign up for a locker at the beginning of the school year. The sign-up process is coordinated by the Student Support Secretary in the main office. Lockers are located within the female washroom on the 2nd floor and the male washroom on the 3rd floor. Students are responsible for providing their own locks. You are advised to keep all valuables in your locker and to keep it locked at all times. **NOTE: LOCKS MUST BE REMOVED PRIOR TO LEAVING AT THE END OF THE SCHOOL YEAR.**
 - **Student Lounge:** Room 312 (shared with Physiotherapy and Nursing Students). There is a microwave and a fridge for student use in the lounge. This area is a “Wireless Enabled Zone”. Please keep it neat and comfortable for all.
- H. Equipment in the School:** Equipment is provided for educational purposes and is generally only available for use within the building. **EQUIPMENT IS NOT AVAILABLE FOR STUDENTS’ PERSONAL USE.** Equipment sign out processes vary depending on the term and the demand. Please approach the main office for procedures at any given time. Any damage or misuse of equipment will result in loss of privileges.
- I. Classroom Computers:** School classroom computers are for educational/research use only. Students may use them for presentations, but not for personal use (i.e. email, downloading/copying CD’s, files etc., or completing assignments). Students must not change/remove cabling – please ask for assistance. Files left on the desktop will be erased. If a specific program is required for a student presentation, please speak to your course professor well in advance of the presentation. The School and University have provided wireless

internet access for student use on the 2nd and 3rd floor as well as other campus locations. A computer lab for health professions' students is located in room 2603 of the Dentistry building.

- J. Laptop Computers:** The School provides laptops for group work during class time. Laptops must be booked by the course professor or lab coordinator prior to class. Arrangements are made through the main office.
- K. Photocopying:** Students are responsible for all photocopying (including overheads) required for individual and/or group course work. There are no photocopying facilities in the School for student use. Photocopiers are located in the Kellogg/Killam Libraries, the Student Union Building and other locations around and off campus. Note: Course readers will not be sold at the School. Students who choose to prepare handouts for seminars in class are responsible for preparing these handouts and making copies for the class.
- L. Professional Form Completion:** The School of Occupational Therapy has established a fee schedule for completion of forms and letters requested by students for confirmation of graduation, bank loans (excluding student educational loans), N.B.C.O.T. (National Board for Certification in Occupational Therapy) forms, etc. These charges are necessary to help defray the costs associated with such letters/forms. The fee schedule is as follows: \$30.00 for all paperwork related to foreign licensing, Canadian and provincial licensing, etc. completed one year after graduation from the program.

VII. SCHOOL ORGANIZATIONS AND COMMITTEES

- A. Dalhousie Occupational Therapy Student Society (D.O.T.S.S.):** The D.O.T.S.S. is an organization maintained by and on behalf of students in the School of Occupational Therapy. Its purpose is to promote the role of students in the School and to represent occupational therapy students elsewhere in the university. It serves to facilitate and maintain communication between students and faculty in the School. The D.O.T.S.S. organizes social, athletic and educational events for students. All students are encouraged to be active participants in all Society events and activities. It provides you with an opportunity to develop leadership and organizational skills which will be an asset in your future career. Let your voice be heard! The D.O.T.S.S. is an affiliate of the Dalhousie Student Union (DSU) and has a representative on the DSU board. For a list of Committees and opportunities for Student Representation in the School, see your D.O.T.S.S. Executive. You are encouraged to get involved!
- B. Dalhousie Occupational Therapy Alumnae Association (D.O.T.A.A.):** This Association is comprised of all graduates of the School. Its mission is to promote the advancement of the Dalhousie School of Occupational Therapy and to support its Alma Mater. Members of the Alumni may be contacted for assistance with student activities such as Open House or Kid's Day. The Alumni Association has a "steering group" consisting of 3 alumni members, one faculty representative and alumni secretary, and one student representative. More information on the

Alumni Association can be found on the School's web page:
www.occtherapy.dal.ca

- C. **Dalhousie School of Occupational Therapy Entry Level Program Committee (ELPC):** The Entry Level Program Committee exists to organize, coordinate, and review the various functions of the Entry Level Program for students entering the profession of occupational therapy. Responsibilities of the Committee include and are not limited to: curriculum development/implementation, policy development/implementation, program planning, program evaluation, student recruitment, student admissions, student orientation, student awards, and review of student requests for policy waivers. Additionally, the committee will communicate with and make recommendations to the Director, Committee of the Whole and/or other key stakeholders related to financial, human, space, and learning resources for the entry-level program in the context of the School Strategic Plan.
- D. **Dalhousie School of Occupational Therapy Post Professional Program Committee (PPPC):** The Post-Professional Program Committee provides support and direction for program planning, implementation and evaluation of the MSc (OT - Post-Professional) Program. Responsibilities of the Committee include and are not limited to: curriculum development/implementation, policy development/implementation, program planning, program evaluation, student recruitment, student admissions, student orientation, student awards, and recommendations to the Director and/or Committee of the Whole items related to financial, human, space, and learning resources in the context of the School Strategic Plan.
- E. **Dalhousie School of Occupational Therapy Committee of the Whole (COW):** The Committee of the Whole is the School's central academic governing body. Major functions of this standing body are to: approve the School's strategic vision, mission, directions and plans; approve the School's governance structures and processes, including Terms of Reference and Annual Reports for all standing committees of the School; approve new academic programs or major academic program revisions presented prior to submission for Faculty or University approval; approve program reviews or reports prior to submission to bodies beyond the School, e.g., Faculty level reviews, national accreditation bodies; nominate faculty representatives as needed for School, Faculty and University functions; advise the Director on administrative functions such as strategic directions, public relations, marketing, human resource development, student support, alumnae development, research development, partnership and stakeholder linkages, program development, consulting, revenue generation, financial priorities, or other initiatives.

X. **PROFESSIONAL ORGANIZATIONS**

As a member of the occupational therapy profession, you have the privilege of associating with other members of the profession at provincial, national and international levels. As a student you can be a member of provincial and national professional organizations. International membership is restricted to graduate

occupational therapists.

Although you need to commit a modest amount of both time and money to participate effectively in professional organizations, the personal and professional returns on this investment far exceed the expenditure. Through such activities you acquire a network of colleagues who share your interests and goals, and you support the development of your profession. As a graduate, participation in professional organizations becomes an obligation rather than an option. A brief description of each level of professional organization follows:

A. World Federation of Occupational Therapists (W.F.O.T)

<http://www.wfot.org.au/> is an international organization which links occupational therapists around the world. Membership includes individuals as well as countries. This network enables occupational therapists to practice in countries around the world. A W.F.O.T. conference is held every four years.

B. The Canadian Association of Occupational Therapists (C.A.O.T.)

<http://www.caot.ca/> is your national professional organization and offers **FREE** membership to students enrolled in a Canadian entry-level occupational therapy educational program. Please refer to the following link to view the [CAOT Code of Ethics](#)

The objectives of C.A.O.T. are as follows:

- 1) To maintain an organization on behalf of occupational therapists in Canada for their mutual benefit, for the exchange of information, and for the promotion of their professional welfare;
- 2) To represent its members in their relationships with governments, universities, medical and other national and international associations;
- 3) To promote an understanding of the value and use of occupational therapy and to promote its further development;
- 4) To establish and maintain proficient standards for occupational therapists in Canada;
- 5) To publish a journal and other literature for the dissemination of knowledge of occupational therapy.
 - C.A.O.T. is responsible for setting and enforcing Canadian standards for the education of occupational therapists. Enforcement of standards is accomplished by accrediting Schools of Occupational Therapy. You will notice the certificate in the School office which shows that our School has full accreditation (2008 -2015).
 - C.A.O.T. also approves fieldwork programs. You can look for the certificate, or ask your preceptor when you are in your fieldwork placements. This approval process is designed to ensure quality in all fieldwork programs.
 - C.A.O.T. is also responsible for the certification examination which you will be required to write following graduation in order to obtain a license to practice in Canada or to be able to seek employment in other countries.
 - As a student member of C.A.O.T. you can begin to establish your professional network and have a forum for expressing your ideas and concerns through committees, publications or at the annual general meeting

of the association. As a member, you will receive the Canadian Journal of Occupational Therapy and Occupational Therapy Now, a newsletter published by the C.A.O.T. Please contact your D.O.T.S.S. representative to C.A.O.T. for more information about how to participate in the Association and the Student Affairs Committee

C. Provincial Regulatory and Professional Organizations

Each province has a regulatory membership e.g. college or association and a professional membership e.g. society. In some provinces these groups are not separated. In general, a regulatory membership is a province's licensing body, responsible for governing the practice of Occupational Therapy in that province. Usually, a regulatory organization's purpose will be to protect the public interest by setting standards for practice, establishing programs to ensure that Occupational Therapists practice safely and competently, and investigating concerns raised about registrants' practices. In Nova Scotia, the College of Occupational Therapists of Nova Scotia (COTNS) is the regulatory organization.

In contrast, a professional membership is generally a professional interest organization. Normally a professional organization will promote the professional interests of its members, promote the profession itself, and address issues that impact the practice of occupational therapy such as government policies or actions of institutions. For a list of the Atlantic Provinces Regulatory and Professional Occupational Therapy Organizations, refer to the following link: [Provincial Regulatory Organizations](#)

D. Malpractice Insurance

For information on Malpractice Insurance please refer to Malpractice Info.

APPENDIX A

School of Occupational Therapy Confidentiality and Professional Behaviour Statement

ALL information regarding clients is confidential and should not be discussed outside the school or fieldwork placement. Real case histories and anecdotal data for individual, group or organizational clients are used as illustration in lectures or laboratories and are **CONFIDENTIAL**. Information shared by individuals as part of the group process during classes or lab sessions is **also** considered confidential. To ensure the integrity of the individual and respect the confidentiality of the individual's information, regardless of source (client, guest, therapist, student peer, faculty, staff, organization, records, charts, etc.), cases should **NOT** be discussed outside the classroom, clinic or site. Students shall not make written reports outside the clinic or site in which any part of the patient's/client's name appears (except initials). Students shall never remove a client's chart or record from the site.

The School's Professional Behaviour Rubric is an evaluation form documenting either exemplary professional behaviour by students, or documenting actions or behaviours of students who do not adhere to the expected behaviour associated with confidentiality and/or other professional behaviours as outlined on the rubric. The School (faculty, staff, and students) will use the professional behaviour rubric to document the formative and/or summative evaluation of a student's professional behaviour. This documentation may be used to determine the appropriate course of action for the student's progress within the programme (cross reference School Policy – Conditions for required withdrawal from programme).

I acknowledge the School's statement regarding Confidentiality and Professional Behaviour. I understand it is my responsibility to adhere to the confidentiality and professional behaviour guidelines during both classroom and fieldwork encounters. I am also aware that unsatisfactory adherence to the confidentiality guidelines will prompt an assessment with the professional behaviour rubric and my progress within the program may be subject to review.

Student's Signature:

Date:

Student's Printed Name:

Dalhousie Banner Number:

APPENDIX B

SCHOOL OF OCCUPATIONAL THERAPY Media Consent Form

I understand that an image recording will be made of me, as described below. I hereby consent to Dalhousie University's use of the recording in any medium (including negatives, slides, printed photographs, tapes, computer files, or any other analog or digital recording format) for the categories of allowed uses selected or described in Section C below. I acknowledge and understand that I will not be compensated in any way for use of my image, that my image may be edited, and that I may not see my image or the context in which it is being used prior to publication.

A. Personal Information *(This information will be used solely for internal administrative purposes, and for contacting you in the future in the event that further notification and/or consents are necessary.)*

1.	Name:	
2.	Email:	
3.	Phone:	
4.	Dalhousie ID:	
5.	Category:	<input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Postdoc <input type="checkbox"/> Other:

B. Recording Details *(Please be as specific as possible.)*

1.	Description:	
2.	Format:	<input type="checkbox"/> Photograph <input type="checkbox"/> Video <input type="checkbox"/> Audio <input type="checkbox"/> Other:

C. Permitted Uses *(Please select all that apply. If no option is selected, the default will be "Administrative". Dalhousie will not use the image and /or recording for any other purpose without your prior consent.)*

1.	<input type="checkbox"/> School Administrative:	Made available or used within Dalhousie and externally for not-for profit basis. Example uses: ID cards, class composites (e.g. for professors, fieldwork preceptors), award recipients for annual report and website, printed directories or handbooks, intranets or School based websites.
2.	<input type="checkbox"/> Publications:	Made available or used externally on a not-for-profit basis. Example uses: marketing and promotional material (brochures, DVDs, videos, websites), annual reports, media releases, magazine articles, yearbooks.
3.	<input type="checkbox"/> Internal Education:	Made available or used for educational purposes (including lectures, workshops, tutorials, lab or clinical skills demonstrations) within Dalhousie. Example uses: tutorial case exhibits, DVDs or videotapes on library reserve.

4. **External Education:** Made available or used for educational purposes external to Dalhousie on a not-for-profit basis. Example uses: external media or learning object libraries, journal articles, international projects.

D. Limitations on Use (*Please list other limitations, such as time limits on use, in detail below*)

E. Signature

Name

Date

APPENDIX C

CONCEPTUAL FRAMEWORK

Dalhousie School of Occupational Therapy values excellence, collaboration, justice and balance

- Our **mission** is to educate exceptional occupational therapists and to generate knowledge about occupation and occupational therapy, within Atlantic Canada and beyond
- Our **vision** - The School of Occupational Therapy is a great place to study and work – known for graduating exceptional occupational therapists, our supportive environment, and our occupation-focused scholarship and teaching.

Goal of the Dalhousie Entry Level Occupational Therapy Program

- To educate exceptional, entry-level occupational therapists who have the innovative skills, knowledge and behaviors to engage individuals and communities in meaningful occupations.

Goal of the Dalhousie Post-professional Occupational Therapy Program

- To inspire health professionals to apply advanced theory and knowledge as researchers and/or practice leaders, enabling all persons to participate to their full potential.

As Educators, we believe:

- Critical inquiry and reflection advances practice and research
- Learning is enhanced through diverse educational approaches
- Experiential learning promotes the development of knowledge, skills and behaviours
- Competency is developed through graduated, integrated, collaborative learning
- Learning is a life-long responsibility

Educationally, our programs incorporate -

- Critical reflection, meaningful discourse, and hands on learning
- An integrated process that is incremental, collaborative, & evidence-based
- Evaluation of occupational therapy knowledge, skills, and behaviors
- Authentic, integrated, and diverse interprofessional learning experiences

As professionals, we believe:

- As occupational beings, people have a right to, and benefit from, participation in meaningful occupations
- Health and well-being are influenced by interconnections of the person, environment & occupation
- Clients benefit from effective interprofessional practice

Professionally, our graduates –

- Ground practice in theory and build theory from practice
- Endorse and use meaningful occupation as a means of promoting and maintaining health and well-being
- Engage in ethical, safe, client-centered, and evidence-informed practice
- Enhance occupational engagement and participation with diverse clients in diverse settings
- Engage in practice education and life-long learning
- Locate, synthesize, and use best evidence to inform & advance practice
- Engage effectively in inter-professional practice

As scholars, we believe:

- Knowledge generation in both occupational therapy and occupational science are essential
- Research, education, practice and policy should inform each other
- Mentoring future scholars is a responsibility

As scholars, we:

- Conduct quality research and knowledge exchange within and beyond occupational therapy and occupational science
- Bring a unique occupational perspective to collaborative inquiry with others
- Engage in diverse forms of research with diverse populations and practice settings
- Enhance research evidence in health outcomes, inequities, ageing, chronic conditions and other areas

APPENDIX D

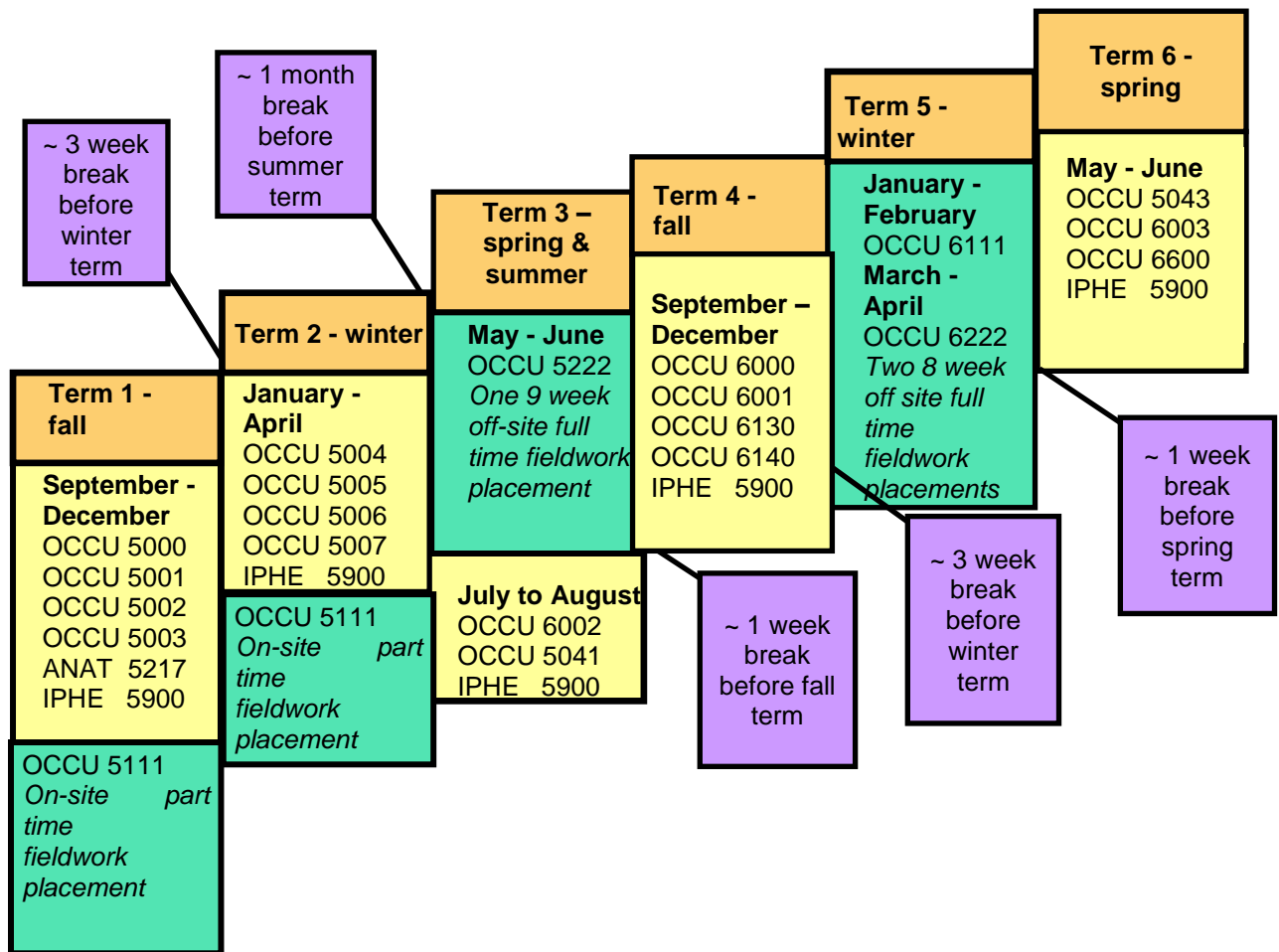
MSc(OT) CURRILUM IN BRIEF

PROGRAM TOTALS 13 Credits 78 Credit Hours 1027.5 Fieldwork Hours

Year 1	45 credit hours - 7.5 credits	12 months	September - August
Fall Term: Sept - Dec (On-Site) 3.0 credits, 18 credit hours			
OCCU 5000.03 Theories of Occupation, Enabling and Justice (3 cr hr)			
OCCU 5001.03 Enabling Occupation 1 (3 cr hr)			
OCCU 5002.03 Health Conditions and Occupational Performance (3 cr hr)			
OCCU 5003.03 Dimensions of Professional Practice (3 cr hr)			
OCCU 5111.01 Fieldwork I (1 cr hr) (90 fieldwork hours)			
ANAT 5217.06 Functional Human Anatomy (6 cr hr)			
IPHE 5900.00 Interprofessional Health Education Portfolio (0 cr hr)			
Winter Term: Jan - mid-Apr (On-Site) 2.5 credits, 15 credit hours			
OCCU 5004.03 Occupational Assessment and Occupational Analysis (3 cr hr)			
OCCU 5005.04 Enabling Occupation 2 (4 cr hr)			
OCCU 5006.03 Wellness and Inclusion by Design and Technology (3 cr hr)			
OCCU 5111.01 Fieldwork I (1 cr hr) (90 fieldwork hours)			
OCCU 5007.03 Research Approaches for Occupational Therapists (3 cr hr)			
IPHE 5900.00 Interprofessional Health Education Portfolio (0 cr hr)			
Spring Term May – June (Off-Site) 1.0 credit, 6 credit hours			
OCCU 5222.06 Fieldwork II (6 cr hr) (337.5 fieldwork hours)			
IPHE 5900.00 Interprofessional Health Education Portfolio (0 cr hr)			
Summer Term: July (Break) Late July - August (On-Site) 1.0 credit, 6 credit hours			
OCCU 6002.03 Social Influences on Occupational Performance (3 cr hr)			
OCCU 5041.03 Evidence Based Occupational Therapy (3 cr hr)			
IPHE 5900.00 Interprofessional Health Education Portfolio (0 cr hr)			
Year 2	33 credit hours – 5.5 credits	10 months	September – June
Fall Term: September-December (On-Site) 2.3 credits, 14 credit hours			
OCCU 6001.05 Enabling Occupation 3 (5 cr hr)			
OCCU 6140.06 Neuroscience for Occupational Therapy (6 cr hr)			
OCCU 6130.01 Pharmacology for Occupational Therapists (1 cr hr)			
OCCU 6000.02 Applied Research I (2 cr hr) (Linked to OCCU 6600.01 in Spring Term)			
IPHE 5900.00 Interprofessional Health Education Portfolio (0 cr hr)			
Winter Term: January–April (Off-Site) 2.0 credits, 12 credit hours			
OCCU 6111.06 Fieldwork III (6 cr hr) (300 fieldwork hours)			
OCCU 6222.06 Fieldwork IV (6 cr hr) (300 fieldwork hours)			
IPHE 5900.00 Interprofessional Health Education Portfolio (0 cr hr)			
Spring Term: May - June (On-Site) 1.2 credits, 7 credit hours			
OCCU 5043.03 Program Evaluation for Occupational Therapists (3 cr hr)			
OCCU 6003.03 Advanced Practice Issues (3 cr hr)			
OCCU 6600.01 Applied Research II (1 cr hr) (Linked to OCCU 6000.02 in Fall Term)			
IPHE 5900.00 Interprofessional Health Education Portfolio (0 cr hr)			
Last Week of June		School Celebration with Graduates	
First Week of July		CAOT National Certification Examination	
Mid-October		University Convocation	
Mid-November		CAOT National Certification Examination	

APPENDIX E

MSc(OT) CURRICULUM AT A GLANCE



Upon successful completion of the program, graduands are eligible to:

- Enter the job market with a temporary provincial license in Canada
- Sit the Canadian Association of Occupational Therapists (CAOT) Exam (July or November)
- Apply for international status (exam, licensure), e.g., USA Occupational Therapy Board Certification (NBCOT)
- Graduate formally at the Dalhousie University Fall Convocation (October)

APPENDIX F

FIELDWORK EDUCATION MSc(OT)

OCCU 5111 – Fieldwork I – September – April (part time in the Halifax Dartmouth area – 90 hours)

Students' first fieldwork learning experience consists of weekly sessions in community organizations combined with group tutorials. Students learn through supervision and coaching from on-site supervisors, collaborative peer coaching with fellow students, and group tutorials with occupational therapists. Students begin to develop their professional identity and professional competencies through observation, guided practice and directed reflection. They begin to develop core professional skills of observation, occupational assessment and analysis, enabling approaches, professional conduct, communication, professional reasoning and collaborative peer coaching. Tutorials guide students to reflect on the relationships between their fieldwork experience, academic learning, personal background and prior life/work experiences.

OCCU 5222 – Fieldwork II in the Atlantic Provinces – April – June (9 weeks full time – 337.5 hours)

In this first full time fieldwork placement students develop a clear professional identity, and learn to apply selected practice processes and theoretical models and describe and justify their professional reasoning through the full process of practice. Fieldwork course objectives from the School, together with learning methods determined by students and practice partners, provide a structure for learning. Academic preparation includes courses on theories of occupation and enabling, professional practice, occupational assessment and analysis, design and technology, program evaluation, physical and mental health conditions and functional anatomy. Students will not have completed the neuroscience program courses at this level. Recommendation: clinical placements that offer a broad scope of practice and/or mental health placements that require limited knowledge of neurophysiology or neuroanatomy.

OCCU 6111 – Fieldwork III – January – February (8 weeks full time – 300 hours)

Students develop competence and increased independence in integrating theory, research, enabling principles, and principles of evidence based practice through the full process of practice. Options for fieldwork education are in the Atlantic region, nationally and internationally.

OCCU 6222 – Fieldwork IV – March – April (8 weeks full time – 300 hours)

Students focus on consolidating and refining professional competencies, reflecting on practice and seeking new challenges with minimum practice partner guidance in this final fieldwork course. Options for fieldwork education are in the Atlantic region, nationally and internationally.