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The MScPT Student Handbook is produced by the School of Physiotherapy as an information resource for students. Every effort has been made to ensure the completeness and accuracy of content. However, students must assume final responsibility for becoming informed about applicable Faculty of Graduate Studies policies and regulations.

The School and the University reserve the right to change academic policies at their discretion. Such changes may be implemented without prior notice and may be applied to currently enrolled students. Regarding matters not addressed, current university regulations and policies apply.
CONTENTS

MESSAGE FROM THE FACULTY ........................................................................................................ 1
Welcome ........................................................................................................................................ 1

PERSONAL COMMITMENT TO LIFELONG LEARNING ................................................................. 1
Altruism ......................................................................................................................................... 1
Accountability ............................................................................................................................... 1
Duty .............................................................................................................................................. 2
Honour and Integrity .................................................................................................................... 2
Professionalism ............................................................................................................................. 2
Respect for Others ....................................................................................................................... 3

A BRIEF HISTORY OF THE SCHOOL OF PHYSIOTHERAPY ....................................................... 3
Historic Excellence ...................................................................................................................... 3

MISSION, VISION & STRATEGIC DIRECTION ............................................................................. 4
Mission ....................................................................................................................................... 4
Vision ......................................................................................................................................... 4
Strategic Direction ...................................................................................................................... 4

STATEMENT OF PHILOSOPHY .................................................................................................... 5
Curriculum Objectives .................................................................................................................. 5

STUDENT ACCESSIBILITY & ACCOMMODATIONS .................................................................. 6
Accommodation Policy for Students ............................................................................................. 6

MSc PHYSIOTHERAPY PROGRAM DESCRIPTION .................................................................... 7
MSc Physiotherapy Program Overview ........................................................................................ 7
Accreditation ............................................................................................................................... 7

CURRICULUM MASTER PLAN - YEAR 1 ...................................................................................... 8
FIRST YEAR: FALL 2015 ............................................................................................................. 8
FIRST YEAR: WINTER 2016 ......................................................................................................... 8
FIRST YEAR: SPRING 2016 ......................................................................................................... 8

CURRICULUM MASTER PLAN - YEAR 2 ...................................................................................... 9
SECOND YEAR: FALL 2015 ......................................................................................................... 9
SECOND YEAR: WINTER 2016 .................................................................................................... 9
SECOND YEAR: SPRING 2016 .................................................................................................... 9
MODULE/COURSE DESCRIPTIONS – YEAR 1 .................................................................................. 10
Module 1 [PHYT 5101] | Introduction to Physiotherapy Practice ............................................. 10
Module 2 [PHYT 5202/6202] | Scientific Inquiry ...................................................................................... 10
Module 4 [PHYT 5104] | Cardiorespiratory / Health Promotion ............................................................ 10
Ex Phys [PHYT 5460] | Advanced Exercise Physiology .................................................................... 11
ANAT 5217 | Anatomy ...................................................................................................... 11
Module 3 [PHYT 5103] | Movement & Exercise Science ...................................................................... 11
Module 5 [PHYT 5105] | Musculoskeletal Practice ............................................................................ 12
PHYT 5501 | Clinical Placement 1 - Cardiorespiratory............................................................ 12
PHYT 5502 | Clinical Placement 2 – Musculoskeletal ............................................................... 12
MODULE/COURSE DESCRIPTIONS – YEAR 2 .......................................................................... 13
Module 6 [PHYT 6106] | Professional, Ethical and Management Issues in Physiotherapy .................... 13
Module 7 [PHYT 6107] | Neurological Physiotherapy Practice for the Entry-Level Clinician .................... 13
PHYT 6140 | Neuroanatomy for Physiotherapy Students ......................................................... 13
PHYT 6501 | Clinical Placement 3 (Neurotherapeutics) ............................................................ 14
Module 8 [PHYT 6108] | Integrated Practice in Acute, Rehabilitation, and Home/Community Settings ...... 14
PHYT 6502 | Clinical Placement 4 (Integrated Practice) ............................................................ 14
PHYT 6503 | Clinical Placement 5 (Senior Clinical Placement) ................................................ 14
EXAMINATIONS ...................................................................................................................... 15
Class Examinations .............................................................................................................. 15
POLICIES ON GRADING AND FAILURE ............................................................................... 15
1. Policy on Grading ............................................................................................................. 15
2. Policy on Final Examinations ......................................................................................... 15
3. Policy on Failure ............................................................................................................. 16
FACULTY AND STAFF CONTACTS ..................................................................................... 17
Administrative Staff ............................................................................................................. 17
Faculty ................................................................................................................................. 17
SCHOOL OF PHYSIOTHERAPY A TO Z ................................................................................ 19
Academic Record ................................................................................................................. 19
Academic Counselling ......................................................................................................... 19
Address Change .................................................................................................................. 20
Administrative Support Staff ............................................................................................... 20
Audiovisual Equipment ........................................................................................................... 21
Borrow a Laptop.......................................................................................................................... 21
Bulletin Boards.......................................................................................................................... 21
Canadian Alliance of Physiotherapy Regulators ................................................................. 21
Canadian Physiotherapy Association (CPA) ......................................................................... 21
Code of Student Conduct......................................................................................................... 22
Computers (Learning Commons) ............................................................................................ 22
Counselling and Psychological Services .................................................................................. 22
Copiers .................................................................................................................................... 23
Criminal Records Check (Dalhousie University Policy) ......................................................... 23
Dalplex ...................................................................................................................................... 23
Dalcard – Identification Card .................................................................................................. 23
Disability Insurance Information ............................................................................................ 23
Email ........................................................................................................................................ 24
Emergency Exits .................................................................................................................... 24
Expected Student Behaviour ................................................................................................. 24
Faculty of Graduate Studies .................................................................................................... 26
Faculty of Health Professions (FHP) ....................................................................................... 26
FHP Student Policies and Procedures .................................................................................... 26
Faxes ........................................................................................................................................ 26
Gender-Neutral Washrooms .................................................................................................... 26
Graduate Student Information System (GSIS) ....................................................................... 27
Health and Dental Care .......................................................................................................... 27
School Hours .......................................................................................................................... 27
Immunizations .......................................................................................................................... 28
Intellectual Honesty (see Plagiarism) ..................................................................................... 28
Laboratories and Equipment .................................................................................................. 28
Library ..................................................................................................................................... 29
Lockers ..................................................................................................................................... 29
Mail ......................................................................................................................................... 29
Maintenance of Physical Space .............................................................................................. 29
Messages ................................................................................................................................. 30
Minorities/Under-represented Groups: ................................................................................... 30
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiotherapy Competency Examination</td>
<td>30</td>
</tr>
<tr>
<td>Plagiarism (see Intellectual Honesty)</td>
<td>30</td>
</tr>
<tr>
<td>Policy on Submission of Student Papers</td>
<td>31</td>
</tr>
<tr>
<td>Professional and Regulatory Associations</td>
<td>32</td>
</tr>
<tr>
<td>Recycling</td>
<td>32</td>
</tr>
<tr>
<td>Refrigerator/Microwave</td>
<td>32</td>
</tr>
<tr>
<td>Resources</td>
<td>33</td>
</tr>
<tr>
<td>Resource Materials</td>
<td>33</td>
</tr>
<tr>
<td>Restrooms</td>
<td>33</td>
</tr>
<tr>
<td>Room Bookings</td>
<td>33</td>
</tr>
<tr>
<td>Safety Standards</td>
<td>33</td>
</tr>
<tr>
<td>Scent-Free Environment</td>
<td>33</td>
</tr>
<tr>
<td>Security</td>
<td>33</td>
</tr>
<tr>
<td>Skills Development</td>
<td>34</td>
</tr>
<tr>
<td>Student Appeals</td>
<td>34</td>
</tr>
<tr>
<td>Student Lounge</td>
<td>34</td>
</tr>
<tr>
<td>Student Services</td>
<td>35</td>
</tr>
<tr>
<td>Telephones</td>
<td>35</td>
</tr>
<tr>
<td>The Tiger Patrol</td>
<td>35</td>
</tr>
<tr>
<td>Weather (Inclement)</td>
<td>35</td>
</tr>
</tbody>
</table>
MESSAGE FROM THE FACULTY

Welcome

Welcome to the M.Sc. (Physiotherapy) program at Dalhousie University! You are now a physiotherapy professional in training. The faculty are committed to providing a professional environment in which you can learn and share the excitement of our chosen profession. We encourage you to support each other as we assist you in the pursuit of excellence in physiotherapy, including a commitment to life-long learning and professional development.

We believe that adherence to principles of professionalism promote an atmosphere of collegiality and cooperation at the School. Professional behaviour is an essential characteristic of a good health care practitioner. In order to attain that goal, professionalism is an expectation from the first day in the program. As such, it is expected that all members of the School (faculty, students, and staff) will abide by the following set of professionalism principles.

PERSONAL COMMITMENT TO LIFELONG LEARNING

Altruism

Altruism is the essence of professionalism and asks that the best interest of others, including patients or clients, colleagues, classmates, instructors, mentors and trainees be placed before self-interest.

For example:

- A professor stays after his or her normal hours of work to help a student who is having difficulty with a course.
- A student gives up a practicum spot to another student in need of a local placement.
- A clinician exerts considerable effort to seek out relevant referrals for a patient moving to a new city.

Accountability

Professionals are accountable to their patients/clients, colleagues, classmates, instructors, society as a whole, and to their profession, for adhering to ethical principles.

For example:

- Professors describe and follow explicit policies and procedures for student evaluation.
- Students give appropriate attribution for individual effort made to team projects.
- Clinicians send out reports to appropriate agencies in a timely fashion.
Professionals make a conscientious effort to exceed expectations and are committed to lifelong learning. This commitment to excellence should begin on the first day of graduate school and then be maintained throughout one’s professional life.

For example:
- Students ask questions in class and seek information when they don’t understand.
- Professors revise class assignments by updating them and responding to student feedback.
- Clinicians regularly attend continuing education conferences, workshops, or seminars.

Duty

Duty involves the free acceptance of a commitment to service. It entails being available and responsive when needed for the betterment of clients/patients (both as individuals and collectively) and of the professions. Duty includes participation in professional organizations, community programs and committees.

For example:
- We (clinicians, faculty, and students) join relevant professional associations.
- We become involved in community programs or activities.

Honour and Integrity

Professionals maintain a consistent regard for the highest standards of behaviour. Such behaviour involves being fair and truthful, keeping one’s word and meeting commitments. It also requires that we recognize possible conflicts of interest and avoid relationships that supersede the best interest of the profession.

For example:
- We (clinicians, faculty, students) communicate in a constructive way about difficulties encountered and do not incite anger and dissatisfaction behind the scenes.
- We are open, honest, and direct, recognizing that honour and integrity in interpersonal relations goes beyond mere civility.

Professionalism

As professionals, physiotherapists are committed to the best interests of clients and society through ethical practice, support of profession-led regulation and high personal standards of behaviour. As such, physiotherapists play an important societal role in the health and caring of others. As professionals, they are guided by codes of ethics, are committed to ongoing clinical competence and practice according to the principles of altruism, accountability, excellence and commitment to life-long learning, duty and responsibility, honour and integrity, respect, and compassion and empathy. (This definition of “Professionalism” was developed by the School of Physiotherapy’s Professionalism Project Working Group and adopted by the Faculty of the Whole committee on March 18th, 2015)
Respect for Others

Professionals demonstrate respect for others including (but not limited to) patients/clients and their families, colleagues, classmates, instructors and other professionals. Adherence to this principle is the essence of humanism and is central to cooperation.

For example:

• We (clinicians, faculty, and students) attempt to understand the other person’s perspective especially when their stated views differ from our own.

• We show respect for cultural diversity.

Adapted from:


“Project Professionalism” – ABIM Committee on Evaluation of Clinical Competence and Communications Programs, Fifth printing 1999 (c) American Board of Internal Medicine, Walnut Street, Suite 170, Philadelphia, Pennsylvania, 19106-3699

The “Dean's Advisory Group on Professionalism”, The University of Kansas School of Medicine, July 2000.


Special thanks to School of Human Communication Disorders Student Handbook 2005-2006.

The Physiotherapy Program is a very intensive educational experience spread over 24-26 months. The goal of the program is to graduate professional, competent physiotherapists, prepared to function as lifelong learners and independent thinkers who will have leadership qualities and who will demonstrate the ability to interact effectively with clients, their families and meaningful others, as well as with other members of the health care delivery team.

The Canadian Physiotherapy Association recognizes the importance of the professional training by offering a student membership category. Physiotherapy is your chosen profession and we encourage you to actively support your professional development by joining the Association.

A BRIEF HISTORY OF THE SCHOOL OF PHYSIOTHERAPY

Historic Excellence

The School of Physiotherapy was established in 1963 with a two-year program leading to a Diploma in Physiotherapy. By 1976 enrolment had increased to 25, and that year the program became a four-year Bachelor of Science (Physiotherapy) degree. Physiotherapists who had graduated earlier with diplomas were given the opportunity to obtain the new degree as either full-time or part-time students. To ease the way for them, between 1987 and 1990 the School offered a post-diploma program through distance education, the first physiotherapy school in Canada to
do so. In 1995, the School achieved another important benchmark, with the approval of the M.Sc. program in physiotherapy. The first graduate students entered the program in 1996 and in 2006, this program was renamed “Master of Science Rehabilitation Research in Physiotherapy.”

The Master of Science (Physiotherapy) entry-to-practice program commenced in September 2006 and admits approximately 56 students per year from Atlantic Canada and farther afield. The Bachelor of Science (Physiotherapy) had its last intake of students in 2004 who graduated in 2007.

The School welcomes international students for degree programs and for clinical placements. For example, students from Kuwait, Saudi Arabia, Israel, and India have joined our undergraduate and graduate programs. Exchanges with countries such as Britain and Sweden have allowed the School to host international physiotherapy students for the clinical education, while Dalhousie students travel abroad for clinical internships.

In 2015, the School of Physiotherapy will celebrate 50 years since the inaugural class graduated in 1965. In early 2013, a 2015 Steering Committee was formed to begin planning the 50th Anniversary Weekend from October 2-5, 2015. The Anniversary will connect 50 years of Dalhousie Physiotherapy graduates. The School is currently working on establishing an alumni association to continue this legacy for years to come.

MISSION, VISION & STRATEGIC DIRECTION

Mission

The School of Physiotherapy educates physiotherapists who excel; conducts research that advances the practice of physiotherapy; and promotes high standards of health.

Vision

The School of Physiotherapy is a premiere school for physiotherapists who excel in practice, research and professional matters. The School of Physiotherapy contributes to best practice standards and improves health care.

Strategic Direction

- To enhance educational and research programs.
- To increase influence and recognition.
- To address resource issues.
STATEMENT OF PHILOSOPHY

Curriculum Objectives

The M.Sc. (Physiotherapy) program is designed to be a “Best Practices Curriculum” and is committed to the development of highly competent academic practitioners who will be equipped with the knowledge, skills and attitudes to provide best practices in both private and public funded environments. This competence will entail acting on the professional principles and general strategies embedded in the practice of physiotherapy. Central to the goals of the program is the assumption that graduates will be able to gather and analyze evidence, identify professional issues, render sound decision-making, exercise good judgment and engage in evidence-based practice.

Graduates will practice in unique, complex situations that demand insights and understanding of conflicting values and ethical stances in varied social, cultural and organizational contexts. They will be expected to develop confidence, competence and ethical sensitivity towards individuals and groups and demonstrate these attributes in their clinical practice.

The purpose of the entry to practice M.Sc. (Physiotherapy) Program is to produce graduates who will demonstrate:

Best Practices

- Share their knowledge with students, clients, policy makers, and other professionals in academic health science environments
- Have enhanced competency in clinical skills
- Participate in clinical and health care research, contributing to the overall body of scientific knowledge
- Be cognizant of advanced technological practice

Professionalism

- Have ability to act as self-regulating professionals who exhibit strong personal, moral, and ethical values
- Be cognizant of the changing laws, codes, and guidelines that impact on themselves and their clients
- Be creative entrepreneurs with sound business acumen capable of excelling in professional practice in a wide variety of venues

Leadership

- Serve as role models for students and other health professionals as expert consultants in the fields of movement and physical capacity
- Serve as strong players with exemplary interpersonal skills, secure in their evolving role within a changing health care delivery system
Citizenship

- Be innovative leaders in physical therapy, rehabilitation, and the health care system
- Be strong negotiators and advocates who proactively address interprofessional politics and health policy with an eye to maintaining and improving not only the health of clients but of the health system as a whole

STUDENT ACCESSIBILITY & ACCOMMODATIONS

Accommodation Policy for Students

Dalhousie University recognizes the diversity of its students and is committed to providing a learning environment and community in which students are able to participate without discrimination on grounds prohibited by the Nova Scotia Human Rights Act. In particular, the University is committed to facilitating students’ access to the University’s academic programs, activities, facilities and services. - From the Accommodation Policy for Students: [www.dal.ca/access](http://www.dal.ca/access)

The Advising and Access Services Centre administers the Accommodation Policy for Students and is Dalhousie’s centre of expertise for student accessibility and accommodation. All requests for academic accommodation and non-academic accommodation made by registered students must be directed to the Centre.

Here specialized and individualized services are provided to students who request accommodation as a result of a disability, religious obligation, or any barrier related to any other characteristic protected under the Nova Scotia Human Rights Act.

Students are responsible for making requests for accommodation reasonably in advance of the event or process for which accommodation is requested, or when a barrier is identified.

For more information about the Advising and Access Services Centre, please visit their website at [www.dal.ca/access](http://www.dal.ca/access).
MSc Physiotherapy Program Overview

In addition to the curriculum objectives outlined under our Statement of Philosophy, the M.Sc. (Physiotherapy) program is designed to fulfill the academic and clinical requirements necessary to be eligible for the Physiotherapy Competency Examination. This national licensing examination is run by the Canadian Alliance of Physiotherapy Regulators (www.alliancept.org). Successful candidates can then apply for licensure at the provincial College where they will seek employment (e.g., the Nova Scotia College of Physiotherapists (www.nsphysio.com). The School has no jurisdiction in matters related to licensing and Dalhousie University cannot accept responsibility for changes in licensing regulations, which may occur from time to time.

The M.Sc. (Physiotherapy) program will normally take 25 calendar months to complete. Clinical modules are integrated with basic sciences (anatomy, physiology). Distinct content areas (therapeutic exercise, electrotherapy, ethics, and evidence-based skills) are taught in an integrated format within systems-based courses (e.g., cardio-respiratory, musculoskeletal, neuroscience). Students will learn specific research and evaluation skills in Scientific Inquiry (Module 2) and will apply research concepts in all the other modules. Assignments will include critique and identification of “best evidence”. Evaluative skills will also be linked to clinical placements through research and evaluative assignments.

The program is designed to promote reflective, evidence-based practice. Students will actively explore subject matter by identifying their own learning needs (what and how to learn), assessing knowledge from many learning resources including the research literature, applying and integrating knowledge to solve problem situations or simulations, and reflecting upon their own professional behaviour, clinical decision making, and processes of learning. Students are expected to be self-directed and to work collaboratively with other students and faculty to optimize their learning experience.

Accreditation

The M.Sc. (PT) program at Dalhousie University is accredited by PEAC†

† Physiotherapy Education Accreditation Canada

For further information on the accreditation and the accreditation process, please feel free to contact:
PEAC
Suite 26, 509 Commissioners Rd. W.,
London, ON N6J 1Y5
Tel: 519-641-6883
Fax: 519-472-3119
Email: info@peac-aepc.ca
Web: www.peac-aepc.ca
## FIRST YEAR: FALL 2015

**THEMES**
- Critical reasoning and best practices
- Professionalism and leadership
- Collaboration
- Ethical reasoning and cultural sensitivity
- Innovation and entrepreneurship
- Therapeutic exercise
- Health promotion and secondary prevention
- Communication

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<tr>
<th>Module</th>
<th>September 8 - December 8</th>
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<tr>
<td>PHYT 5011: Introduction to Physiotherapy Profession</td>
<td>Sept 8 - Dec 8</td>
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<tr>
<td>PHYT 5104: Cardiorespiratory/ Health Promotion</td>
<td>Sept 8 - Dec 8</td>
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### Basic Sciences
- Anatomy (ANAT 5217) | Sept 8 - Dec 8: 13 weeks

### Scientific Inquiry / Evidence Based Practice
- Module 2 (PHYT 5202X): Scientific Inquiry | Sept 8 - Dec 8: 13 weeks

### Examination Period: December 10-20

### Winter Break: December 21-January 4

### Module 3 (PHYT 5103): Movement and Exercise
- Jan 4 - April 8: 13 weeks [Break Feb 15-19]

### Module 5 (PHYT 5105): Musculoskeletal Physiotherapy
- Jan 4 - April 8: 13 weeks [Break Feb 15-19]

### Module 2 (PHYT 5202Y): Scientific Inquiry
- Jan 4 - April 8: 13 weeks [Break Feb 15-19]

### Examination Period: April 9-23

## FIRST YEAR: WINTER 2016

### Module 3 (PHYT 5103): Movement and Exercise
- Jan 4 - April 8: 13 weeks [Break Feb 15-19]

### Module 5 (PHYT 5105): Musculoskeletal Physiotherapy
- Jan 4 - April 8: 13 weeks [Break Feb 15-19]

### Module 2 (PHYT 5202Y): Scientific Inquiry
- Jan 4 - April 8: 13 weeks [Break Feb 15-19]

## FIRST YEAR: SPRING 2016

### Clinical Placements & Project Work
- PHYT 5501: Cardiorespiratory or Musculoskeletal
- PHYT 5502: Musculoskeletal
- April 25 - June 3: 6 weeks
- PHYT 5501: Cardiorespiratory or Musculoskeletal
- PHYT 5502: Musculoskeletal
- June 6 - July 15: 6 weeks
- Project Work PHYT 5502
- July 18-Aug 26: 6 weeks
## SECOND YEAR: FALL 2015

**THEMES**
- Critical reasoning and best practices
- Professionalism and leadership
- Collaboration
- Ethical reasoning and cultural sensitivity
- Innovation and entrepreneurship
- Therapeutic exercise
- Health promotion and secondary prevention
- Communication

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<th>Month</th>
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<td>14-18</td>
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</tbody>
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**Academic Modules**

- **Module 6 (PHYT 6106): Professional Issues**
  - Sept 10 – Dec 8: 13 weeks

- **Module 7 (PHYT 6107): Neurotherapeutics**
  - Sept 10 – Dec 8: 13 weeks

**Basic Sciences**

- **Neuroscience (PHYT 6140)**
  - Sept 10 – Dec 8: 13 weeks

**Scientific Inquiry / Evidence Based Practice**

- **Module 2 (PHYT 6202X): Scientific Inquiry II**
  - Sept 10 – Dec 8: 13 weeks

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## SECOND YEAR: WINTER 2016

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<th>Feb</th>
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<th>Apr</th>
<th>May - June</th>
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**Academic Modules**

- **Clinical Placement**
  - PHYT 6501: Neurotherapeutic
  - Jan 4 – Feb 12

- **Module 6 (PHYT 6106Y): Professional Issues**
  - Feb 15 – May 13: 13 weeks

- **Module 8 (PHYT 6108): Integrated Practice**
  - Feb 15 – May 13: 13 weeks

**Scientific Inquiry/ Evidence Based Practice**

- **Module 2 (PHYT 6202Y): Scientific Inquiry II**
  - Feb 15 – May 13: 13 weeks

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## SECOND YEAR: SPRING 2016

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<td>13-17</td>
<td>20-24</td>
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**Clinical Placements & Project Work**

- **PHYT 6502: Integrated Practice**
  - or
  - **PHYT 6503: Senior Clinical**
  - June 6 – July 15: 6 weeks

- **PHYT 6502: Integrated Practice**
  - or
  - **PHYT 6503: Senior Clinical**
  - July 18 – Aug 26: 6 weeks
MODULE/COURSE DESCRIPTIONS – YEAR 1

Modules are listed in the order in which they are encountered.

Module 1 [PHYT 5101] | Introduction to Physiotherapy Practice

This module is designed as an overview of the profession of physiotherapy. In a broad manner, students will have exposure to topics such as: the scope of physiotherapy practice, professionalism, the physiotherapist/patient relationship and the physiotherapist in the health care team. Practical sessions exploring professional issues such as: ethics, communication and interpersonal skills will give students the opportunity to practice and learn together. Students will be engaged in activities that will help them gain confidence in core professional skills and behaviors that will continue to develop in future modules and clinical placements.

Module 2 [PHYT 5202/6202] | Scientific Inquiry

This module will begin by emphasizing the principles of scientific inquiry including the development of research questions, selecting appropriate research designs, ensuring experimental control, managing and interpreting data, and disseminating research findings. Students will be educated to be critical consumers of health related research; they will apply their critical appraisal and evaluative skills during the clinical therapeutic modules throughout the program. This will foster their understanding of the vital role that clinical research plays in the development of an evidence-based professional practice and allow graduates to monitor and modify practice thereby ensuring evidence-based best practice interventions. To achieve this goal, evaluative and critical appraisal objectives will be embedded within all modules. This framework confirms our philosophy that critical appraisal and best practice is core to physiotherapy practice, irrespective of the topic/content being covered.

Module 4 [PHYT 5104] | Cardiorespiratory / Health Promotion

This module provides students with essential knowledge, skills and behavioral competencies including clinical reasoning skills, to practice effectively in the cardio-respiratory area of physiotherapy and to consistently and effectively incorporate evidence based cardiorespiratory practice into holistic patient care. The goal of this module is to develop and/or enhance students’ knowledge, skills, attitudes and behaviors in health promotion and wellness, cardiovascular and respiratory assessment, and to introduce them to physiotherapeutic interventions for prevention and treatment of cardiovascular, pulmonary and/or ventilatory limitations. An evidence-based, holistic approach to health promotion, disease prevention, risk factor modification and disease management will be promoted for various levels of care ranging from acute, critical to chronic, long term, workplace and community. Lecture and lab materials and experiences will be complemented by small group clinical and community program visits.
and case studies. Students will present (and reflect upon) detailed overviews of the practice areas to which they have been exposed as well as case studies which showcase the evolving role(s) of the cardiorespiratory physiotherapist as an integral health team member in that setting or delivery environment.

**Ex Phys [PHYT 5460] | Advanced Exercise Physiology**

The course uses the response to exercise in the healthy adult population as a basis for understanding how this is altered clinically in relevant conditions. The course material will help students understand the immediate and long-term responses to aerobic, anaerobic, and resistive exercise so that they will be able to safely and effectively prescribe exercise to both healthy and clinical populations. Topics include metabolism and how the type and intensity of activity alters energy substrate use, and the immediate and long-term effects of exercise on the cardiopulmonary, endocrine and neuromuscular systems. This knowledge will enable students to understand and assess the effects of training protocols designed to develop endurance, power and strength. Laboratory sessions give students the opportunity to learn to administer laboratory-based and field tests of strength and endurance. The term paper is designed to help students understand the role of exercise in chronic disease management.

**ANAT 5217 | Anatomy**

Functional Human Anatomy is a full-credit course covering gross anatomy and peripheral neuroanatomy of the human body through the use of lectures, and laboratories using anatomical specimens and dissection. The primary objectives are to learn detailed functional anatomy and peripheral neuroanatomy of the upper and lower limbs and of the back. The course concludes with a survey of the major structures of the head and trunk, also from a functional point of view. The course includes histology, osteology, arthrology, myology, peripheral neurology and living anatomy. Consideration is given to several aspects of the human existence including, evolution, death, bipedalism, beauty, and sex. Students are encouraged to become self-directed learners in anatomy so that they can continue to expand their understanding of the human body throughout their professional careers. Discussion and hands-on learning are required. This course is designed for graduate students in the MSc (OT) and MSc (PT) programs.

**Module 3 [PHYT 5103] | Movement & Exercise Science**

This module is a fundamental component of the MSc (PT) program. It will integrate anatomy, exercise physiology, and biomechanics and their application to human movement and exercise therapy. The emphasis will be on synthesizing knowledge and learning new concepts that will allow students to effectively solve problems associated with measurement of normal human movement and exercise. The themes of movement and exercise will form the basis for all the clinical practice area modules. Physiotherapists deal with impairments in physical function and utilize exercise as one of the main interventions. The purpose of this module is to provide the student with an understanding of the theories and principles associated with the study of human movement and exercise science so they can integrate and apply these to solve clinical problems encountered in physiotherapy practice. Understanding these concepts as they apply
to normal movement and exercise will provide the foundation for solving clinical problems. The movement and exercise science module will provide the framework for applying anatomy, biomechanics, and exercise physiology to evaluate motion and exercise therapy. The module will include didactic, self-directed, small group case-based problems, and laboratory sessions.

Module 5 [PHYT 5105] | Musculoskeletal Practice

The PHYT 5105 MSK Module is divided into two parts. In Part One, the emphasis is on developing core knowledge of the science and tools of orthopaedic physiotherapy. Physiotherapy Science topics include MSK tissue science issues, clinical reasoning, population health, and theories underlying MSK PT practice. Emphasis in the MSK Physiotherapy Tools section is on the development of musculoskeletal examination (subjective, objective), treatment and communication skills. In Part Two of the module, students will practice prospective clinical reasoning using a two stage hypothetico-deductive method where the initial subjective patient history and physiotherapy observation skills are applied to develop primary and secondary differential diagnoses and the patient examination is applied to confirm or disprove each diagnosis and arrive at a primary physiotherapy diagnosis. Students will learn to direct treatment at the specific primary physiotherapy diagnosis, assess patient progress regularly using outcome measures recognized as best practice, document relevant subjective/objective information obtained from the patient using effective communication skills and convey appropriate information to clients, peers, and insurers. The target patient population will include all age groups, with an emphasis on the teenage to working adult years, and will include dysfunctions related to any setting (i.e. home, work, leisure, and sport). Throughout the module, students will progress from basic to advanced skills; from laboratory practice to simulated clients; from skill development to application through case studies.

PHYT 5501 | Clinical Placement 1 - Cardiorespiratory

The clinical component of the program provides for the integration and application of learning in current academic studies to the clinical environment leading to the development of clinical competence in Cardiorespiratory practice. Each student is required to complete six weeks of full time clinical practice in the cardiorespiratory practice area to gain an understanding of the scope and role of cardiorespiratory physiotherapy practice in tertiary, community and primary healthcare environments.

PHYT 5502 | Clinical Placement 2 – Musculoskeletal

The clinical component of the program provides for the integration and application of learning in current academic studies to the clinical environment leading to the development of clinical competence in musculoskeletal practice. Each student is required to complete six weeks of full time clinical practice with exposure to a variety of practice areas in physiotherapy. It is expected that the student will gain an understanding of the scope and role of musculoskeletal physiotherapy practice in tertiary, community and primary healthcare environments.
Module 6 [PHYT 6106] | Professional, Ethical and Management Issues in Physiotherapy

This module builds on the concepts learned in Module 1 and the professional and communication objectives that are embedded throughout each of the subsequent modules. Emphasis is placed on the role that physiotherapy plays as an integral component of the rapidly changing Canadian health care system. This module will present a holistic overview of professional behaviours based on the current Canadian ethical and legal framework for practice. The module will also engage the students in dialogue and debate regarding issues of health care administration/management, health care reform, the ‘business’ of physiotherapy, and their roles as primary health care professionals. Learning will be enhanced by the opportunity to dialogue with invited experts from different disciplines working in diverse areas of practice.

Module 7 [PHYT 6107] | Neurological Physiotherapy Practice for the Entry-Level Clinician

This module gives students the opportunity to acquire the knowledge and to develop the competencies and professional behaviors in preparation for physiotherapy practice for individuals with neurologic disorders. Neurophysiological concepts and neurotherapeutic approaches to assessment and management of conditions across the lifespan and across the continuum of care are introduced in an integrated manner. Students are required to draw on their knowledge of anatomy, neuroanatomy, physiology, exercise physiology, and therapeutic exercise as they explore topics in neurological physiotherapy. Emphasis is placed on understanding theoretical principles and developing assessment and treatment skills through critical analysis of case studies, laboratory practice, clinical visits, and self-directed learning. The International Classification of Functioning, Disability and Health (ICF) and the Clinical Reasoning Model serve as theoretical frameworks to prepare students for effective practice. This academic module is followed by a 6-week clinical internship in neurological physiotherapy.

PHYT 6140 | Neuroanatomy for Physiotherapy Students

This course provides students with the foundational neuroscience knowledge and application of human neuroanatomy and neurophysiology concepts for occupational/physiotherapy practice. Emphasis will be placed on functional neuroscience of brain systems experiencing common neurological challenges, and involves work in microanatomy, gross anatomy, and neurophysiology of the brain and spinal cord.
**PHYT 6501 | Clinical Placement 3 (Neurotherapeutics)**

The clinical component of the program provides for the integration and application of learning in current academic studies to the clinical environment leading to the development of competence in neurotherapeutics practice. Each student is required to complete six weeks of full time clinical practice with exposure to a variety of practice areas in physiotherapy. It is expected that the student will gain an understanding of the scope and role of neurotherapeutic physiotherapy practice in tertiary, community and primary healthcare environments.

**Module 8 [PHYT 6108] | Integrated Practice in Acute, Rehabilitation, and Home/Community Settings**

A substantial portion of the course content will be covered through analysis of patient cases which illustrate complex health conditions; the ICF model will be used to guide the analysis of key factors that limit or protect the health of people with complex health conditions. Lectures and labs will complement the case-oriented learning, to prepare students to develop evidence-based-physiotherapy programs that address the health goals of the patient. Students will continue to develop skills for effective communication, clinical reasoning, and evidence-based-practices, including exercise prescription for special populations.

**PHYT 6502 | Clinical Placement 4 (Integrated Practice)**

The clinical component of the program provides for the integration and application of learning in current academic studies to the clinical environment leading to the development of clinical competence. The student will gain understanding of the theoretical and practical application of physiotherapy in complex conditions in all practice areas. This builds upon the previous placements in cardiorespiratory, musculoskeletal and neurotherapeutics, and allows the student to assess and treat patients with multiple problems in co-morbidities.

**PHYT 6503 | Clinical Placement 5 (Senior Clinical Placement)**

The clinical component of the program provides for the integration and application of learning in current academic studies to the clinical environment leading to the development of clinical competence. The purpose of the placement is to provide the student with an opportunity to learn consultation skills, to engage in program development and evaluation, and to educate others about the role of physiotherapy.
EXAMINATIONS

Class Examinations

As stipulated in FGS Regulation 8.1 of the Graduate Calendar, examinations will normally be the method of grade assessment in graduate classes. Refer to FGS Regulation 7.6.2 of the Graduate Calendar for information on the ‘Course Assessment and Grading Policy’.

POLICIES ON GRADING AND FAILURE

1. Policy on Grading

1.1 General Grading Policy: As stipulated in FGS Regulation 7.6.2 of the Graduate Calendar, students must achieve a minimum passing grade of either a “Pass”, in Pass/Fail Modules / Internships, or a grade of B- (70%) in all other courses or Modules required of the MScPT program. This grading policy will be used by all instructors for the academic components of the curriculum.

1.2 Clinical Comprehensive Examination (CCE): The CCE will be graded as a Pass/Fail. Students will be required to do one comprehensive practical exam prior to Internships 4 and 5.

1.3 Clinical Placements: Clinical Placements (i.e. PHYT 5501, 5502, 6501, 6502, and 6503) will be graded on a Pass/Fail basis. Students are expected to pass each Clinical Placement in sequence prior to commencing the next scheduled class(es).

2. Policy on Final Examinations

2.1 Minimum requirements: This policy describes minimum requirements for final examinations in PHYT courses, specific detail should be provided in each course syllabus.

2.2 Weighting of Final Examinations in Modules: The final examination for a PHYT course is required to be a minimum of 40% of the overall course grade. The final examination may have two components (practical and written). In courses with these two components, students must pass the practical component of the final examination to pass the course.

2.3 Reassessment: If a student fails the practical component of the final examination of a PHYT course, the School may provide one opportunity for reassessment. A student will be offered a reassessment only if it is determined that if the student passes the reassessment and a grade of B- (70%) is entered for the practical component of the final examination, the student will achieve a passing grade for the course. The reassessment will take place within 72 hours of student notification. The grade for the reassessment will be either a Pass or a Fail.
If a student achieves a Pass, then the grade entered for the practical component of the final examination will be a B- (70%). If a student fails the reassessment, the original grade for the practical component will not change and the student will receive an “F” for the course.

Note: Students are advised to consult FGS Regulation 7.6.9 of the Graduate Calendar regarding the documentation required to support the situations of illness or exceptional circumstances.

3. Policy on Failure

3.1 Academic Dismissal: Any student who fails to meet the Pass Standard (see 1. Policy on Grading above) in any course or Module or Clinical Placement will be immediately and automatically withdrawn (i.e. academically dismissed) from the MScPT program. However, as per the below section (3.2), the student may appeal for reinstatement to the program. If readmitted, any subsequent failing grade will result in final program dismissal.

3.2 Appeal for Reinstatement: A student who has been academically withdrawn as per the above section (3.1), may apply for reinstatement into the program.

3.2.1 Application for Reinstatement: The student initiates the process by writing to the School of Physiotherapy, Graduate Programs Committee (GPC) Chair. The GPC will review the application for reinstatement. Note: For information on what to include in the written appeal, see the Faculty of Graduate Studies website (www.dalgrad.dal.ca).

3.2.2 Decision regarding Reinstatement: As per FGS regulation 7.6.2, if the School of Physiotherapy’s Graduate Programs Committee (GPC) supports the student’s appeal for reinstatement; the GPC will make a positive recommendation to the Faculty of Graduate Studies for their further consideration. If the School’s GPC does not support the reinstatement, the failing grade stands and the academic dismissal remains in effect. However, the student is then eligible to appeal for reinstatement directly to the Faculty of Graduate Studies, but only on procedural grounds (www.dalgrad.dal.ca).

3.2.3 Status of Appellant Student Following a Successful Appeal: If the student’s appeal for reinstatement is successful, the student must pay the appropriate tuition fees and repeat the failed course when it is offered again in the next calendar year. As per FGS regulation 7.6.2, the original failing grade and notice of subsequent reinstatement will be recorded on the student’s transcript. Any subsequent failing grade will result in final program dismissal.
### FACULTY AND STAFF CONTACTS

#### Administrative Staff

<table>
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For all Adjunct Professors, visit the School of Physiotherapy website:

http://www.dal.ca/faculty/healthprofessions/school-of-physiotherapy/faculty-staff/adjunct-professors.html
SCHOOL OF PHYSIOTHERAPY A TO Z

This section provides general information regarding the day-to-day functioning of the School of Physiotherapy. Please refer to the latest editions of the Dalhousie University Graduate Calendar, (http://www.dal.ca/academics/academic_calendars.html) as well as the Dalhousie University website (www.dal.ca), for information related to the University at large.

Note: “School” refers specifically to the School of Physiotherapy and “University” refers specifically to Dalhousie University.

Academic Record

It is the student’s responsibility to ensure that he/she is meeting / has met all the academic requirements to complete the M.Sc. Physiotherapy Degree.

Record Keeping:

PLEASE PAY PARTICULAR ATTENTION TO THE KEEPING OF INFORMATION, AS GATHERING INFORMATION AFTER GRADUATION IS VERY TIME CONSUMING AND COULD BE COSTLY.

Students must retain all course outlines (all PT courses) and a complete set of Evaluation of Clinical Competence (ECC) forms in a safe, accessible place. Due to recent changes in international licensing requirements, students must be able to submit these documents as well as those proving clinical competence to the relevant governing institute. Please note that the Faculty of Health Professions’ record policy is that records are kept for a period of seven years only.

Academic Counselling

Academic Counselling is provided to physiotherapy students in a three-tiered structure:

1. Students seeking counselling first meet with the School’s Graduate Programs Secretary who deals with technical registration issues, in consultation with the Administrative Coordinator.

2. For other issues such as problems related to overall studies, progress in the program, career advising, students should meet with their faculty advisor.

3. Students are referred to the Graduate Coordinator or to the Director of the School if the administrative officer and faculty are unable to make a decision in complex cases.

In extenuating circumstances (i.e. emotional difficulties), there are two additional avenues for counseling:

a) Students are referred to Counselling and Psychological Services for resolution of personal difficulties that have or may have an impact on a student’s academic career.

b) The Academic Advising team provides program advising, academic planning and personal coaching.
Who to Talk To: Some Sample Problems

- **Courses:** If you have a problem in a specific course, see the course professor. If several students have a problem, see your class representative who should take the problem first to the course professor and request that it be brought to the attention of the Graduate Coordinator or Director of the School.

- **Grades:** If you have a concern about an evaluation or course grade, see the course professor. If several students have a concern, see your Class Representative.

- **Clinical Education:** If you have concerns about clinical education, see the Academic Coordinator of Clinical Education, Ronald Renz, Room 303, 494-3585.

- **Personal:** If you have a personal problem, speak to a faculty member with whom you feel comfortable or, speak to your faculty advisor.

- **Registration/Administrative:** If you have questions about registration, etc., speak to the Graduate Programs Secretary (Kelly Underwood, 902-494-1947, kelly.underwood@dal.ca). If she is unable to help you, then make an appointment with the Graduate Coordinator.

Address Change

Students are required to ensure that address changes are kept up-to-date. This should be done on Dalhousie Online: [www.dal.ca/online](http://www.dal.ca/online). Select “Update Address(es) and Phone(s)” from the Personal Information menu and add the new address. Select the type you wish to add and click the “insert” button. Notifications from the University will be sent to the most recent address on the student information system; students will be held responsible for complying with these notifications, and non-receipt of material because of failure to report a change of address will not excuse students from such responsibility.

For emergency purposes, up-to-date local and home addresses, e-mails and telephone numbers for each student must be maintained with the Office of the Registrar. All students should inform the University of any change to their current, or permanent address or telephone number. The School will use the current address for all School correspondence and telephone calls.

Administrative Support Staff

The School’s administrative support staff manage the day-to-day functioning of the School and, in collaboration with the faculty, serve to facilitate each student’s educational process. To this end, many of the services provided by the School are coordinated by the administrative support staff. For example, students may request such services as reserving a room for a meeting or laboratory practice, or sending out a general notice. Please note that School office equipment (e.g., computers, telephones, and copy machine) are for staff and faculty use only and may not be used by students. Students have this equipment available to them at other locations on Campus.
Audiovisual Equipment

Audiovisual Equipment for classroom presentations must be arranged either through an instructor or the School’s technician.

Blackboard Learn (BbLearn or BbL)

BbLearn is an online portal to access program and course information from any computer. Each class has its own Online Community space, which is your homepage for the School of Physiotherapy. To login you must have your NetID and Password (https://password.dal.ca/).

Borrow a Laptop

The Kellogg Library has initiated a laptop lending service. Upon presentation of a card and signing of a waiver form, students will be able to borrow a laptop for up to 3 hours at a time.

Bulletin Boards

Bulletin boards are located outside the School of Physiotherapy Main Office, and are used to notify the students of:

Academic Information: contains information such as timetables, seminars, class schedules, orientations, clinical placements, etc. Please check this bulletin board daily, often important messages for students are posted there.

Student Affairs: University events and student activities will be posted on the student lounge bulletin boards on the third floor.

Please do not use Bulletin Boards outside the main office for personal messages or advertisements.

Canadian Alliance of Physiotherapy Regulators

The Canadian Alliance of Physiotherapy Regulators (http://www.alliancept.org) is the national federation of physiotherapy regulators in Canada. The key responsibilities of the Alliance are:

- To facilitate the sharing of information on regulatory matters among member organizations.
- To help member organizations fulfil their mandate of protecting the public interest.
- To administer the Physiotherapy Competency Examination (PCE), a national entry to practice standard.

Canadian Physiotherapy Association (CPA)

The CPA provides leadership and direction to the physiotherapy profession, fosters excellence in practice, education and research and promotes high standards of health in Canada. Membership in the CPA is optional. Students and graduates of the MSc Physiotherapy program may apply for membership in the CPA. See their website at: http://www.physiotherapy.ca
**Code of Student Conduct**

Dalhousie University is a community of faculty, staff and students, involved in teaching, research, learning and other activities. Students are members of the University for the period of their registration in an academic program and are subject to the disciplinary authority of the University during that time. The University does not stand in loco parentis to its students. (The University is not responsible for the behaviour of its students.) In the exercise of its disciplinary authority, the University treats students as adults free to organize their own personal lives, behaviour and associations subject only to the law, and to **University regulations that are necessary to protect:**

- The integrity and proper functioning of the academic and non-academic programs and activities of the University or its faculties, schools or departments;
- The peaceful and safe enjoyment of University facilities by other members of the University and the public;
- The freedom of members of the University to participate reasonably in the programs of the University and in activities on the University’s premises;
- The property of the University or its members.

Other than this, regulation of student behaviour by the University is neither necessary nor appropriate. Members of the University, including students, are not immune from the criminal and civil law. Provisions for non-academic discipline should not attempt to shelter students from the normal responsibilities of adult citizens nor add unnecessarily to these responsibilities. Thus, conduct that violates the Criminal Code or other statute should ordinarily be dealt with by the police and criminal courts. In cases, however, in which criminal or civil proceedings would not adequately protect the University’s interest and responsibilities as defined above, proceedings may be brought under the Code of Student Conduct. The University may also define standards of professional conduct for students in programs where these are appropriate, and this Code is not intended to replace or supersede such standards.

The complete Code of Student Conduct is available in the Graduate Calendar under **University Regulations:** [http://www.dal.ca/academics/academic_calendars.html](http://www.dal.ca/academics/academic_calendars.html)

**Computers (Learning Commons)**

Each Dalhousie University library includes a **Learning Commons** space offering information resources and technology, including computer workstations and software. On the Carlton Campus the Learning Commons space is located on the main floor of the Kellogg Library.

**Counselling and Psychological Services**

**Counselling and Psychological Services** offers free, confidential assistance by professionally trained counsellors and registered psychologists. Help is available in three major and often inter-related areas: personal counselling, learning disability services, and career counselling. Appointments can only be made by dropping into Counselling Services, 4th floor, Student Union Building, or by calling **(902) 494-2081.**
Copiers

The School's office copy machine may not be used by students. Coin and card-operated copy machines are located in the libraries. You may use your Dalcard to use card-operated copy machines provided you have placed some money on your Dalcard. This can be done at various locations including coffee/food outlets on campus, bookstore etc.

Criminal Records Check (Dalhousie University Policy)

The Faculty of Health Professions of Dalhousie University does not require a Criminal Records Check or other screening procedure (e.g. Vulnerable Sector Screen) as a condition of admission into its programs. However, students should be aware that such record checks or other screening procedures may be required by facilities outside the University used for clinical, fieldwork or co-op placements or experiences related to an academic course assignment, which, in some instances, may be a requirement for graduation. It is the student’s responsibility to have such procedures completed.

Such facilities may refuse to accept students on the basis of information contained in the record check or other screening procedure. If the student is unable to complete a clinical requirement due to a failure to meet the record check or screening requirements of the facility, or if the student is refused access to the facility on the basis of the information provided, such a student may fail the course, and as a result, in some instances, may not be eligible for progression or graduation.

Students should check with their School/College for details concerning any record checks or screening requirements relevant to clinical, fieldwork, or placements in their particular program. Note that facility requirements may change from time to time and are beyond the control of the University. Students should also be aware that some professional regulatory bodies may require a satisfactory record check as a condition of professional licensure.

Dalplex

Located across the street from Wickwire Field, Dalplex is the primary fitness and recreation facility for Dalhousie University. Our students get access to Dalplex through their student fees.

Dalcard – Identification Card

One of the first priorities will be obtain your DalCard. New Dalhousie students may obtain their Dalcard at the Dal Card Office located at 6230 Coburg Road.

Disability Insurance Information

In several provinces, students on clinical or fieldwork placements are covered by provincial workers’ compensation legislation. In general, workers’ compensation law says that if an individual is unable to work because of a workplace accident, that person will receive money to compensate him or her for lost income. For students in universities in other provinces, this means that if they become disabled while they’re on a clinical/fieldwork placement, and are permanently prevented from working in the area that they’re training for, the workers'
compensation scheme will provide them with money calculated based on an assessment of how much they would have otherwise made in the profession.

Unfortunately, this is not the case for Nova Scotia university students who go on placement, whether in NS or elsewhere in the Country. Because of this, the University advises students to obtain disability insurance. The purpose of disability insurance is to provide a sum of money to a student in case they become disabled as a result of an accident that happens while they are on a placement. This insurance may be in the form of a calculation of lost future income or it may involve a one-time lump sum payment. You should make the decision of how much insurance you purchase and how it will be calculated in consultation with your insurance company/broker.

Disclosure of Health Information

This policy, which can be found in the Clinical Resource Manual, states: “Students registered in this Faculty (Health Professions) are encouraged to inform both the School/College and the fieldwork learning sites if they have a health concern that has the potential to compromise client, student, and/or agency personnel safety.”

Email

An email account is provided to all Students, Faculty and Staff members of Dalhousie University. This is the only address that the University/School will use for communication with students regarding academic and administrative matters. This address will be entered automatically in the Student Information System as the preferred email address and will be the address to which all general email messages to students will be sent, and it will be the address provided to faculty members when they request distribution lists for sending messages to students in their classes. Thus it is essential that students activate their @dal.ca account and that they check it frequently to stay current with communication from the University. A message sent by the University, a faculty or staff member, to your @dal.ca address will be considered delivered to you. If you are a new user, then you need to activate your Email Account by setting the password.

Emergency Exits

Take note of doors and stairwells at either end of the hallways in the Forrest Building. Take time to familiarize yourself with the red Emergency Procedures booklet (posted in the Main Office, 3rd-floor student lounge, and in Classrooms, 315, 309, 415, and 428).

Expected Student Behaviour

Prepare for Class

- Read suggested materials before class
- Arrive at labs in appropriate lab dress
- Students who are not suitably prepared or dressed for class may be asked to leave
Attendance
• Attend all lectures, labs, seminars and small group sessions at the scheduled time
• Inform instructor if absence is anticipated

Participate in Classes
• Answer questions, participate in pairs and/or groups and facilitate class learning through question-asking, assisting classmates, etc.

Practice in Labs
• Use class and lab time efficiently – arrive on time and stay on task
• Stay to the end of class, e.g. use additional time to practice on/with colleague
• Take initiative in practicing previously learned material without instructor direction or supervision

Behave Professionally
• Communicate appropriately – ask questions in an inquiring, constructive manner
• Help create a positive learning environment in class – participate actively
• Respond appropriately to critical feedback – avoid defensiveness and use feedback to change subsequent performance
• Deliver your feedback directly to course instructors in a manner similar to that used in interacting with professional colleagues
• Tidy classrooms and labs before leaving class or self-directed learning sessions
• Use electronic devices in a manner that complements and does not interfere with learning (for themselves or others)

Participate in Guided Learning
• Meet with colleagues as scheduled
• Prepare for the sessions as indicated
• Participate fully in all activities
• Contribute to the learning of self and others
• Prepare the indicated outcomes

Use Learning Resources
• Maintain an appropriate learning environment – this includes noise levels, general appearance of classroom and lab
• Respect equipment and materials – handle suitably, clean and store, etc.

Seek Learning Resources/Opportunities
• Be self-directed in obtaining additional learning materials to remedy your learning needs
• Approach instructors for additional help, and be receptive to their suggestions
• Demonstrate flexibility and the desire to learn for the sake of professional competence, rather than solely achievement of grades
Faculty of Graduate Studies

The Faculty of Graduate Studies (FGS) is primarily an administrative unit that facilitates and provides assistance with services for graduate students and programs such as admissions, scholarships and bursaries, program changes, thesis submissions, PhD defences, convocation, and the Graduate Student Information System (GSIS). FGS Regulations (found in the Graduate Calendar) govern the conditions of graduate programs of study at Dalhousie University. For more information visit www.dal.ca/faculty/gradstudies.html.

Faculty of Health Professions (FHP)

The Faculty of Health Professions (FHP) is one of the largest faculties at Dalhousie, comprised of eight schools (including the School of Physiotherapy), one college and two programs, more than 200 faculty members, 80 staff members, and almost 2,500 students.

FHP offers a wide range of programs for students at both the entry and advanced professional levels with opportunities for volunteering in the community, gaining practical experience and conducting research. For more information visit: www.dal.ca/healthprofessions.

FHP Student Policies and Procedures

The Faculty of Health Professions has a number of student policies and procedures, which apply to students across the faculty.

The School of Physiotherapy requests that all students review these policies. In particular, the Guidelines for Student Use of Social Media, although specific to social media and electronic communication during practice education experience, provides excellent general guidance for all forms of communication about practice education experiences, whether electronic or not.

Faxes

Students may receive faxes at, or send faxes to the School's administrative office at (902) 494-1941 when it is pertinent to research projects and/or clinical placements. At the earliest convenience of the School staff, faxes for the students will be placed in the student’s School mailbox. Students may not send faxes from the School administrative office unless related specifically to research projects or clinical placements and permission has been granted by the appropriate School staff or faculty member. The School staff will fax the document(s) for the student(s).

Gender-Neutral Washrooms

A list of gender-neutral washrooms available on campus, including the Carlton Campus, can be found here.
Graduate Student Information System (GSIS)

The GSIS is a component of Dal Online that is used by FGS to manage admission, program, thesis, and convocation information for graduate students. The GSIS Manual for Students is available on the FGS website at [www.dal.ca/faculty/gradstudies/currentstudents/gsis.html](http://www.dal.ca/faculty/gradstudies/currentstudents/gsis.html).

Health and Dental Care

**Dalhousie Health Services** provides health care and services for students. Health Services is located at 1246 LeMarchant St. (corner on South St.). For an appointment, call 902-494-2171.

**Dalhousie Dental Clinics** offer a range of services to students. Patients who are accepted for treatment provide practical clinical experiences for the students and, at the same time, receive quality care at reduced fees. The clinic is located at 5981 University Avenue. For an appointment, call 902-494-2101.

School Hours

The School’s outside doors typically will be opened on weekdays at 7:00 am by Campus Security. Most rooms within the School generally will be opened at 8:30 am and closed at 5:00 pm on weekdays. The School is closed on weekends and holidays. Access can be gained via on duty student security guards. Identification will be required for access to the School lab space, Carleton computer lab, etc. Occasionally, the School’s administrative offices are closed during regular School hours due to meetings.

**For after-hours access:** Student Security guard personnel will be on duty Monday – Friday, 5:00 pm - 10:30 pm; Saturday, 8:00 am – 5:00 pm; and Sunday, 9:00 am – 10:30 pm. Please note, physiotherapy students have permission to enter ONLY labs 309 and 415 after hours. When doing so, all exterior doors are to remain locked and are not to be propped open at any time. (This is for your safety.) To ensure availability and appropriate notice to Dalhousie Security, all room bookings (lunch-time, school hours, evening, week-ends) must be made through the School Main Office. Evening and weekend entrance to the Forrest, Dental, and Burbidge Buildings is located at the Dentistry Loading Bay/Health Sciences Bookstore. Student Security Guard personnel at the entrance have a list of all registered students in the School and will provide access to the above Labs upon presentation of identification. Under no circumstances whatsoever may a lab be left unlocked for even a few moments without a responsible person present. Equipment has disappeared all too easily from these labs, and it is necessary to strictly follow this guideline.

**Windows:** Please ensure that all windows are closed before leaving. During the winter, open windows may cause pipes to freeze and burst.

**Gatherings:** The use of School areas for reasons other than study is permitted only in specific instances by permission of the Director. The policy of the University is that food and beverages will not be consumed in teaching areas. The use of alcoholic beverages is strictly prohibited without authorization (see the [University Alcohol Policy](#)). Non-flammable decorations **ONLY** are permitted on campus.
Faculty Office Hours: Faculty members will have office hours noted on their course outlines indicating when they will be available for meetings with students. If a faculty member is unavailable during his or her designated hours, a written message regarding your need or request should be left at the Main Office. These will be placed in the Faculty Member’s mailbox by the administrative staff. Faculty members may also be contacted via their voice mail telephone numbers or e-mail.

Immunizations

The clinical and internship requirements are detailed in the School’s Supplementary Application form, and all applicants were required to sign a Statement of Compliance in regard to these requirements. One of the requirements, upon being granted admission, is pre-placement immunization as indicated in the Clinical Placement Requirements document. This document is available under Program Information/Clinical Education forms on the Class Community space in BbLearn. To ensure safety and the safety of the individuals who will be entrusted to their care, physiotherapy students must maintain immunity against vaccine-preventable diseases. Before commencing clinical internship, all students must provide evidence of immunization for:

- Diphtheria-tetanus
- Hepatitis B
- Varicella
- Tuberculosis Skin Test
- Measles, Mumps, Rubella (MMR)

Students who fail to meet the immunization requirements by the given dates will not be able to complete their clinical placements.

Intellectual Honesty (see Plagiarism)

Students are expected to read and understand University regulations on Intellectual Honesty, Discipline and the Senate Discipline Committee. This information can be found in the Graduate Calendar under University Regulations.

Laboratories and Equipment

General Room and Equipment Use: The School of Physiotherapy encourages students to practice their skills as they learn them, and the weekly-supervised practice times are designed to structure that practice. However, there might be additional time that students will require for practice. As noted in “School Hours”, rooms (309, 414, 415, Hazel Lloyd) in the Forrest Building must be booked for use outside of scheduled class time. All room booking is done in the main office, as when the building is closed the School must inform security.

The Forrest Building is open:

Monday - Friday  7:00 a.m. - 10:30 p.m.
Saturday 8:00 a.m. - 5:00 p.m.
Sunday 9:00 a.m. - 10:30 p.m.
Close to examination time, students are often looking for space to practice their skills. Rooms 309 and 415 are the only spaces available for that purpose. Under no circumstances should the plinths be taken into the hallways.

**Classrooms:** Food/drink are not to be consumed in classrooms. It is essential that classrooms are put back in order after being used.

**Labs & Equipment:** Students must leave labs and equipment in order. All apparatus and accessories used during lab procedures must be returned to the correct storage place and rules for individual labs must be followed. Labs may be used for independent study and practice provided permission has been granted. Unsupervised practice sessions may be undertaken only after instruction has been given in that subject area and only within the bounds of that instruction as indicated and permitted by the faculty member involved. At no time may students other than physiotherapy students be given access to either equipment or space within the Physiotherapy School. Equipment may not leave the labs without the permission of the appropriate instructor; equipment must be signed in and out and must be arranged with the technician. Malfunctioning equipment must be marked, set aside, and reported to either the instructor responsible for the lab or the technician.

**Library**

The W. K. Kellogg Health Sciences Library holds Dalhousie’s health sciences collections. Hours and information can be found at [http://libraries.dal.ca/](http://libraries.dal.ca/).

**Lockers**

Shared locker accommodation is available for students on the third floor (males) and fourth floor (females) of the Forrest Building. A locker sign-up sheet will be placed on the locker room door for groups to sign. Each “locker group” is responsible for the provision of a padlock and keys. **All lockers must be emptied by mid-May.** Articles found in lockers at the end of the regular academic year will be disposed of immediately and without notice to the student. Students are responsible for any costs associated with the removal of locks and will be billed for these costs.

**Mail**

Mail and messages for individual students may be left in individual mail folders on the fourth floor. Please check your mail folder on a regular basis. Mailboxes for the faculty are located in the School’s office and are to be used for leaving messages and turning in assignments.

**Maintenance of Physical Space**

When the classrooms are not being used for class, they may be utilized by students for independent study. All areas within the School are to be kept neat and orderly at all times, particularly when leaving at the end of a class. Each faculty member organizes his/her class for appropriate clean-up.
Messages

The School telephone number, (902) 494-2524, may be used by those students who need to leave an emergency telephone number with someone (e.g., day care provider, school district, spouse, partner or children). Emergency messages will be delivered immediately to the student. (See Telephones for further information.)

Minorities/Under-represented Groups:

The following services are offered:

- **Native Education Counselling Unit** (personal and academic support)
- **Dalhousie International Centre** (broad advisory roles, i.e. health insurance, cultural differences, etc.)
- **Advising and Access Services Centre, Black Student Advising Centre** (services range from resource centre, to advocacy, academic development, etc.)
- **Mature Student Advising** (advises and supports prospective and current mature students on admissions, academic support, university preparation and orientation).

Physiotherapy Competency Examination

The purpose of the Physiotherapy Competency Examination is to determine that a minimal standard of practice has been demonstrated by Canadian-educated and non-Canadian educated graduates of physiotherapy programs, before a license to practice physiotherapy is granted by a provincial/territorial regulator of physiotherapy.

The Physiotherapy Competency Examination is designed to evaluate the essential knowledge, skills and abilities of physiotherapy practice. The skills that the examination is designed to evaluate include history taking, physical examination, data interpretation, clinical problem solving, treatment skills, ethics, safety, interviewing and communication. The examination covers the core clinical practice areas of musculoskeletal, neuromuscular and cardio respiratory.

The PCE is maintained and administered by the Canadian Alliance of Physiotherapy Regulators. For more information, including a list of exam dates, please go to their website: [http://www.alliancept.org/exams_candidates_overview.php](http://www.alliancept.org/exams_candidates_overview.php).

Plagiarism (see Intellectual Honesty)

Dalhousie University defines plagiarism as the presentation of the work of another author in such a way as to give one’s reader reason to think it to be one’s own. Plagiarism is a form of academic fraud. Plagiarism is considered a serious academic offence which may lead to the assignment of a failing grade, suspension or expulsion from the University, or even the withdrawal of a degree previously awarded. Some examples of plagiarism are:

- The use of a paper purchased from a commercial research corporation or prepared by any person other than the individual claiming to be the author;
• Copying, without giving credit to the author, from another’s published or non-published works, another’s computer codes/programs, another’s artistic or architectural works, another’s scientific project, including material found on the internet.

The University attaches great importance to the contribution of original thought to learning and scholarship. It attaches equal importance to the appropriate acknowledgement of sources from which facts and opinions have been obtained.

The proper use of footnotes and other methods of acknowledgement vary from one field of study to another. Failure to cite sources as required in the particular field of study in the preparation of essays, term papers and dissertations or theses may, in some cases, be considered to be plagiarism.

Students who are in any doubt about how to acknowledge sources should discuss the matter in advance with the faculty members for whom they are preparing assignments. In many academic departments, written statements on matters of this kind are made available as a matter of routine or can be obtained on request.

Academic Integrity Officers in each Faculty deal with most cases of suspected plagiarism initially. One of the many elements of the policy defines plagiarism as “the presentation of the work of another author in such a way as to give one’s reader reason to think it to be one’s own”. To avoid this kind of plagiarism in connection with web sources, you must fully reference your sources in your class project reports and thesis. Verbatim (word by word) quotations from web sources should be enclosed in quotation marks and a precise URL reference with date of access should be given so that:

• The reader can immediately associate the quotation or paraphrased text in your report with the original reference
• The reader can directly access the text of the original source without any search. Therefore, giving the URL of a large web site that contains your web source (e.g. www.dal.ca for the University regulation on plagiarism) is not acceptable.

**Remember:** You are expected to read and understand University Regulations on Intellectual Honesty, Discipline and the Senate Discipline Committee which includes information on plagiarism. This information can be found in the Graduate Calendar under University Regulations.

**Policy on Submission of Student Papers**

Any instructor may require student papers to be submitted in both written and electronic (computer readable) form e.g., an email attachment, or upload to the course site on BbLearn. The instructor may submit the material to a third-party computer-based assessment system(s) for the purpose of assessing the originality of the paper. The results of such assessment may be used as evidence in any disciplinary action taken by the Senate.

For more information, or to review the Policy, please review the University Regulations, found in the Graduate Calendar (www.dal.ca/academics/academic_calendars.html).
Professional and Regulatory Associations

The Canadian Physiotherapy Association: [www.physiotherapy.ca](http://www.physiotherapy.ca)

Since its beginning in 1929, the CPA has represented physiotherapists across Canada. This professional organization is dedicated to the progress and advancement of physiotherapy as an integral component of the Canadian health-care system.

- publishes Physiotherapy Canada, Contact, and numerous pamphlets
- offers its members malpractice, income replacement, and life insurance
- accredits physiotherapy services
- evaluates physiotherapists trained outside Canada for eligibility in the Association
- promotes research and offers grants and scholarships
- promotes quality assurance programs and sponsors an Annual Congress
- maintains media contacts on behalf of the profession and provides extensive library services

Ten special interest groups, known as Divisions, exist within the Canadian Physiotherapy Association. They are Acupuncture, Animal Rehabilitation, Cardiorespiratory, International Health, Leadership, Neuroscience, Oncology, Orthopaedic, Pediatric, Pain Science, Private Practice, Research, Seniors Health, Sports Physiotherapy and Women’s Health. Each Division holds courses designed to allow graduate Physiotherapists to gain advanced skills. Many Divisions publish newsletters, providing a forum for nationwide communication.

Nova Scotia Physiotherapy Association: [www.physiotherapyns.ca](http://www.physiotherapyns.ca)

The local branch of the Canadian Physiotherapy Association holds regular meetings in Halifax.


The licensing body and regulatory board for practicing physiotherapists in Nova Scotia. Each province has its own college and board.

Recycling

The School recycles both white and colored paper. Paper for recycling should be placed in the bins located near the student mailboxes.

Refrigerator/Microwave

The refrigerator in the student lounge may be used by graduate students in the Schools of Nursing, Occupational Therapy and Physiotherapy, for the storage of lunches and snacks. All items must be labeled with a name and date. Each student is responsible for cleaning up after him or herself at all times.
Resources

Dalhousie University has a full complement of resources and services available at no charge to all registered students (see Resources and Services in the Graduate Calendar, or visit the Services for Current Students: www.dal.ca/current_students.html.

Resource Materials

Books, periodicals, and videotapes related to physiotherapy are available in the Kellogg Library. For specific information regarding hours and resources available, please visit the University library or visit the Dalhousie University website.

Restrooms

The School has two restroom areas that are available for use by the School community. The female washroom is located on the 4th floor and the male washroom is located on the 3rd floor. In addition, there are restrooms available in the basement of the Forrest Building and at the entrance of the Dentistry Building.

Room Bookings

All room bookings (lunch-time, school hours, evening, week-ends) must be made through the School Main Office. Evening and weekend entrance to the Forrest, Dental, and Burbidge Buildings is located at the Dentistry Loading Bay/Health Sciences Bookstore. Please note that School and Faculty have first preference for bookings.

Safety Standards

Safety standards are monitored and enforced for the well-being of all students, faculty and clients. Cardiopulmonary resuscitation (CPR) training is a required component of the admission process. It is necessary for you to maintain your CPR certification on an annual basis. The Main Office has a basic first aid kit and University Health Services in Howe Hall on Coburg Road offers 24 hour emergency service (494-2171). Automated External Defibrulators (AEDs) are located in the Dental Clinic (Dentistry Building) and in the Main Lobby of the Tupper Building.

Scent-Free Environment

The Forrest Building is a scent-free environment. Please do not use scented deodorant, after shave, hair spray, cologne, shampoo, soap, or other scented personal-care products. This policy is in place to prevent harm to people who suffer from chemical sensitivities. Signs are posted throughout the building as reminders. For more information call the Safety Office at 902-494-2495.

Security
The Security Office is located in the basement of the McCain Building. The Student Security Monitor located at the Dentistry Loading Bay/Health Sciences Bookstore is the security person for the Forrest Building. Please note that valuables should not be left in open areas. The University accepts no responsibility for loss. Should this occur, details should be given as soon as possible to the Security Office at 902-494-6400.

**Sexual Harassment**

The Sexual harassment is unwanted attention of a sexual nature by a person(s) who knows or ought reasonably to know that the attention is unwelcome to the recipient(s). Dalhousie defines sexual harassment as “any sexually-oriented behaviour of a deliberate or negligent nature which adversely affects the working or learning environment. It may involve conduct or comments that are unintentional as well as intentional.” Thus, it is defined by the impact of the behaviour on the recipient, not the intent of the perpetrator. Sexual harassment is discrimination on the basis of sex, sexual orientation and/or gender and is prohibited under the Nova Scotia Human Rights Act. Dalhousie University’s Sexual Harassment Policy can be found online at www.dal.ca/dept/dalrespect.html.

**Skills Development**

Dalhousie University offers various skill development programs and services to support academic success such as Study Skills/Tutoring (personal coaching/tutoring and free workshops), and the Writing Centre (one-on-one consultations and free group seminars). For more information see the Services for Students page at www.dal.ca/studentservices.

**Student Appeals**

The University has established a two-tiered system that allows a student to appeal academic decisions.

1. **Informal:** The student is expected to first attempt to resolve the matter informally with the Faculty member or Clinical Fieldwork Supervisor with whom the issue of appeal has originated. The deadline is 15 days following the alleged event.

2. **Formal:** If no resolution is obtained informally, the student may initiate a formal appeal within 30 days of the alleged event. Details of this formal process are available upon request from the School of Physiotherapy main office.

**Student Lounge**

Located on the third floor of the Forrest Building, Room 312, is a student common area with seating, tables, microwave, refrigerator and phone. This lounge is shared with other graduate students in the Forrest Building (Occupational Therapy and Nursing). All are expected to keep this area tidy. Students are also welcome to use the Health Professions Lounge in the Dentistry Building on the 4th floor.
Student Services
Office of the Vice-President, Student Services
Studley Campus
Room G28

Main Level Killam Library: www.dal.ca/current_students.html
Email: student.services@dal.ca

Telephones
Students are not to use the office telephones unless the call is directly related to School business. The phone in the student lounge is restricted to outgoing, local calls only. It will not allow for in-coming calls and will not allow students to make long-distance calls. Telephones are located in the student lounge and in the basement of the Forrest Building. After hour emergency calls can be made at the Security Desk. The Emergency Number is 902-494-4109.

The Tiger Patrol
Security Services in conjunction with the Dalhousie Student Union, operates Tiger Patrol, a student-staffed, walk-home and patrol service on University property. The service is available between 6:00 p.m. and 12:30 a.m., from early September to late April, each year, while classes are in session. A Shuttle Bus service is also available for students and employees living in close proximity to the University. For more detailed information on these services, please call Security Services (902-494-6400) or Dalhousie Student Union (902-494-1106) or you can view the Shuttle Bus schedule online at www.dal.ca/dept/facilities/services/security-services/tigerpatrol.html

Weather (Inclement)
In the event of a major storm, or other unforeseen conditions such as a power outage — winter or otherwise — there may be rare occasions when services are curtailed on campus.

The Policy on University Closure or Class/Examination Cancellation outlines the policies and procedures for the reduction or restriction of activities and services on Dalhousie’s campuses due to adverse conditions, including storms and power outages.

It is strongly recommended that all students, faculty and staff subscribe to Dal Alert, the University’s integrated messaging service used to broadcast important information in events like campus hazards (e.g. spill, fire, accident, etc.), significant campus closures (e.g. severe weather, utility outage, etc.), or other unpredictable events that might affect large groups. Dal Alert uses a variety of messaging media (e.g. email, text messaging, web, etc.) to reach a broad cross-section of our community in a timely fashion. Subscribe here.