

Student Handbook

Interdisciplinary Therapy Assistant Diploma Program Face-to-Face Delivery

2019-2020 ACADEMIC YEAR

**Allied Health
Faculty of Health and Community Studies**

Faculty of Health and Community Studies Office

Hours: Monday to Friday, 0800-1630

Location: 6th floor, Civic Employees Legacy Tower (CELT)
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MESSAGE FROM THE DEAN

Jennifer Mah, RN, MN

Welcome to the Faculty of Health and Community Studies! We are very pleased that you have chosen NorQuest College as a starting point on your journey to becoming a Physical Therapy Assistant. Here, you will find highly qualified faculty, a current and workforce-relevant program curriculum, and a supportive learning environment.

As a graduate of the NorQuest College Interdisciplinary Therapy Assistant (ITA) Diploma Program, you will have excellent career opportunities with a skill set that is in high demand.

The Instructional Team looks forward to working with you as you embark on your educational journey. We encourage you to seek our assistance and support to help you achieve your goals.

This student handbook is designed to provide you with information to guide your success in the program.

NORQUEST COLLEGE VISION/MISSION/VALUES

Vision

NorQuest College is a vibrant, inclusive and diverse learning environment that transforms lives and strengthens communities.

Mission

NorQuest College inspires lifelong learning and the achievement of career goals by offering relevant and accessible education.

Values

We value people. We:

- Treat people with integrity and respect
- Empower and encourage risk taking
- Celebrate commitment, contribution and accomplishments

We value learning. We:

- Foster creativity, innovation and critical thought
- Encourage growth, development and lifelong learning
- Build on the diversity of our learners, employees and partners

We value our role in the community. We:

- Display leadership and responsibility for our outcomes
- Partner to achieve community goals

We value the quality of the processes we use in reaching our goals. We:

- Demonstrate a learner-centred approach
- Set clear expectations, measure results and demonstrate accountability
- Promote teamwork, cooperation and sharing throughout the College
- Follow fair process in accomplishing our objectives

From: <http://www.norquest.ca/about-us/vision,-mission-values.aspx>

OUR COMMITMENT

The NorQuest Learning Experience

Your experience as a learner in the ITA Diploma program is important to us. You will have an inclusive learning experience, embracing diversity, and developing skills needed to succeed. You will be taught by exemplary faculty with relevant physiotherapy experience, who will respect you as a partner in learning and bring together theory and practice in practical ways. Our commitment is to partner with you to prepare you for a successful career as a therapy assistant.

For more information on the NorQuest Learning Experience:

<http://www.norquest.ca/about-us/the-norquest-learning-experience.aspx>

OUR TEAM

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STUDENT NAVIGATOR (1-205 CELT)

Laura White

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780-644-6205

CONTACT INFORMATION: AT A GLANCE

CELT = Civic Employee Legacy Tower (formerly Heritage Tower)

SCFL= Singhmar Centre for Learning

| Service / Area | Location | Phone | Email | Additional Info: |
|---|------------|---|--|--|
| Bookstore | 1-091 SCFL | 780 644 6203 or toll free at 1 866 534 7218 | studentbookstore@norquest.ca | https://www.norquest.ca/resources-services/facilities/bookstore.aspx |
| Computer Commons (password, MyQuest, MyMail support) and Moodle Support | 2-111 SCFL | 780 644 6085 | computercommons@norquest.ca | https://www.norquest.ca/resources-services/facilities/computer-commons.aspx https://www.norquest.ca/resources-services/resources/student-tools-support/moodle-support.aspx |
| Exam Bookings (for online students) | | 780 644 6055 | assessmentexams@norquest.ca | https://www.norquest.ca/resources-services/college-services/office-of-the-registrar/online-delivery-information.aspx https://www.norquest.ca/resources-services/college-services/assessment-testing-services/exam-request-writing-information.aspx |
| Financial Aid | 1-205 CELT | 780 644 6130 | | https://www.norquest.ca/resources-services/student-services/funding-your-education.aspx |
| Centre for Growth and Harmony | 1-101 SCFL | 780 644 6155 | wellness@norquest.ca | https://www.norquest.ca/resources-services/student-services/safety-wellness/health-services.aspx |

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| International Student Office | 1-215 CELT | 780 644 6128 | international@norquest.ca | https://www.norquest.ca/prospective-students/international-students.aspx |
| Indigenous Student Services | 1-151 SFCL | 780.644.6772 | | https://www.norquest.ca/resources-services/student-services/indigenous-student-services.aspx |
| Library Services (Learner Centre) | 2-180 SCFL | 780 644 6070 or toll free at 1 866 534 7218 Text questions to: 587 600 0084 | library@norquest.ca | https://library.norquest.ca/services.aspx Online student info: http://libguides.norquest.ca/c.php?q=254108 |
| Office of Student Judicial Affairs | 1-205 CELT | 780 644 6490 | OSJA@norquest.ca | https://www.norquest.ca/resources-services/student-services/office-of-student-judicial-affairs.aspx |
| Office of the Registrar (enrolments, extensions, tuition payment, withdrawals) | Main floor CELT (1-205) | 780 644 6000 or toll free at 1 866 534 7218 | enrolment@norquest.ca | https://www.norquest.ca/resources-services/college-services/office-of-the-registrar.aspx |
| Parking Services | | 780 644 6218 | parking@norquest.ca | https://www.norquest.ca/resources-services/college-services/parking.aspx |
| Faculty of Health and Community Studies | 6 th Floor CELT | 780 644 6300 | | Open M-F from 0800 – 1630 |
| Services for Students with Disabilities | Located inside the library, 2-180 SCFL | 780 644 6055 | learning.support@norquest.ca | https://www.norquest.ca/resources-services/student-services/services-for-students-with-disabilities.aspx |
| Students' Association | 1-114 SCFL | 780 644 6250 | students.association@norquest.ca | http://www.sanqc.ca/ http://www.sanqc.ca/distance-students/ |
| Student Navigator | 1-204 CELT | 780 644 6130 | student.navigator@norquest.ca | https://www.norquest.ca/resources-services/student-services/student-advisors/student-navigators.aspx |

| | | | | |
|-----------------------|--|---|--|---|
| Writing Centre | Located inside the library, 2-180 SCFL | 780 644 5864 or toll free: 1 866 534 7218 | Writing.centre@norquest.ca | https://library.norquest.ca/services.aspx#Service-WritingCentre |
|-----------------------|--|---|--|---|

OUR CAMPUS

Your program is delivered at the Edmonton Downtown Campus. This consists of four buildings:

- **Centre 102**
"Building B", with room numbers beginning in B – located at 10704-102 Avenue.
- **Centre 106**
"Building E" with room numbers beginning in E – located at 10232-106 Street.
- **Civic Employees Legacy Tower (CELT)**
Located at 10215-108 Street (south end of 108 Street)
- **Singhmar Centre for Learning (SCFL)**
Located at 10215-108 Street (north end of 108 Street)

More information and Campus Maps can be found at:

<http://www.norquest.ca/about-us/campuses-maps/edmonton-downtown.aspx>

Please note that our campus is a non-smoking campus. There is no smoking permitted inside any building or on campus property.

STUDENT INFORMATION ON WEBSITE

Please visit your student website, at <https://www.norquest.ca/current-students.aspx> for information on news, events, and resources available to you.

ROLES IN YOUR PROGRAM

Your instructor is responsible for the following items:

- Course outline, schedule, materials, assignments, and exams
- Monitoring, and recording student progress
- Grading student assignments and providing feedback to the student
- Responding to student questions pertaining to the course
- Approving final course grades
- Questions about the material: readings, assignments, grades, classes, information on Moodle, and exams
- Course and classroom policies and procedures
- Requests for exam or assignment extensions/deferrals
- Address concerns if there is a discrepancy with your mark or you have not received your marks

Program Administration staff are responsible for the following items:

- Maintaining student records
- Maintaining program information
- Collection of the following student documents: CPR/It's Your Move Certification/AHS Confidentiality and User Agreement Form/Police Information Check
- If you are having difficulty contacting your instructor
- If you will be absent for guided practice, clinical, or an exam
- General program information
- Booking appointments to see the Associate Chair, or Program Chair

The Associate Chair is responsible for the following items:

- Working with students to outline their program plan
- Presenting various delivery options to students
- Responding to student questions
- Information about change of course registration
- Information if you have failed, withdrawn, or need to take a break from the program
- Information if you would like to transfer to another delivery option

The Program Chair and Associate Chair are responsible for the following items:

- Overseeing all student activities
- Concerns about the program or curriculum
- Issues that are not satisfactorily addressed by other Faculty members
- Program policies
- Faculty and program evaluation

The Program Chair is responsible for the following items:

- Overseeing the program for the College
- Issues not satisfactorily addressed by the Associate Chair

The Office of the Registrar (OR) is responsible for the following items:

- Supporting registration into courses
- Updating student information and maintaining student records
- Course fees
- Transfer credit requests – refer to the policies and forms at:

<https://www.norquest.ca/accepted-students/completing-admission-requirements/transfer-credit.aspx>

STUDENT NAVIGATOR ROLE

If you are having trouble navigating College services, or need guidance on the resources available to you, please consult with your **Student Navigator**, accessed through the main reception area in the Civic Employees Legacy Tower lobby (1-204).

What is a Student Navigator? A team of **centralized advisors** who are available to answer student questions and concerns – providing advising services for students from application to graduation. *As soon as students apply to the College and pay an application fee, they can access Student Navigator services.*

What do they do? They are your go-to people for any general College inquiries – anytime you have any questions/issues about college services, policies, or processes that you are unsure about or don't know where to go to find the answer – your student navigator can help. This may include:

- **Program Information** (General policies and procedures)
- **College Services** (Provide information or direction to services such as: Career and Employment Services, Tutorial Centre, Counsellors, Social Worker, Bookstore, etc.)
- **Student Funding** (Grant Funding, Student Loans, how and when to apply, fulltime vs part-time, etc.)

How can I contact them?

Office Location: Civic Employee Legacy Tower, Room 1-204, 10215 108 Street

Phone Number: 780-644-6130

Email: student.navigators@norquest.ca

Hours of Operation: Monday-Friday, 8:30 am – 3:30 pm

Drop in or pre-booked appointments available – call or email for more information.

NOTE: Most Monday - Thursday evenings, a Student Navigator is available until 6:15 pm. Please call ahead to the number above to confirm that a Navigator will be available.

International Navigator Role

The International Office will help students make informed decisions. Advising and activity areas include:

- Application process
- An overview of the immigration process and important resources
- Online Pre-arrival sessions
- Orientation (ISTART)
- Settlement support
- Specialized workshop for managing your academic and immigration experience
- Referrals to appropriate internal and external resources

Contact Information:

Location: 1-215, Civic Employee Legacy Tower

Email: international@norquest.ca

Phone: 780-644-6128

International Advisors: Nancy Kasele, Amanda Thorson and Elena Spirkina

ORIENTATION

Please watch your @mynorquest.ca email for important details about your program orientation. Orientation provides you with an opportunity to get valuable information about your program, and is a critical to start your program equipped with the right information and tools for success.

Booklists

Booklists are available to view at the bookstore, or online at: <http://www.norquest.ca/resources-services/facilities/bookstore/booklists.aspx>.

You may purchase your books through our College bookstore (new or used books available through our buy-back program), through another online vendor, or from a previous student. You can also visit the library website as some textbooks are available in ebook version on a first come first serve basis. We provide more information about used book sales at Orientation in the fall.

We have an Allied Health Student Textbook Sales Page on Moodle! You can post books that you would like to sell, or browse for books. Allied Health provides this service as a voluntary means for students to connect to buy used books, and assumes no responsibility for the transactions that occur as a result of using the page. Please self-enroll in the Moodle Textbook page; instructions will be provided at orientation.

Emergency Procedures

Evacuation: <http://www.norquest.ca/resources-services/college-services/security-services/evacuation-procedures.aspx>.

Lockdown: <https://www.norquest.ca/about-us/safety-emergency/response/lockdown.aspx>

Scent-Free Environment

NorQuest College maintains a scent-free environment. No scented products are permitted in the classroom, lab, or clinical setting.

Lab Requirements

Your instructor will provide you with an orientation to lab requirements for your program. This may include dress code, materials to bring, and ways to prepare for lab experiences, as well as professionalism expectations for lab.

Lockers

Lockers are rented per term. To obtain a locker: choose an available locker and secure it with your lock, then go immediately to the Bookstore to register and pay for the locker. More information is found at: <http://www.norquest.ca/resources-services/student-life/lockers.aspx>.

Media Consent

During your time in your program, we may be requesting to take your photo for educational or marketing purposes. We will provide a consent form for you to complete for such times. If you have any concerns, please discuss with your instructor or Associate Chair.

OVERVIEW OF THE PROGRAM

The interdisciplinary therapy assistant diploma program prepares students to work in today's interdisciplinary health care systems. This program will provide students with a strong occupational therapy assistant (OTA) and physical therapy assistant (PTA) background, and incorporate essential assistant-level skills in speech language therapy (SLP) and therapeutic recreation (TR). Equipped with skills in these four rehabilitation disciplines, students will be prepared to meet industry demand and work in various general therapy assistant, rehabilitation assistant, as well as discipline-specific OTA/PTA positions. If you enjoy helping people and want a career assisting patients to overcome injuries or impairments, this diploma program could be for you.

PROFESSIONAL ASSOCIATIONS

Student membership in the following association is encouraged:

- Therapy Assistant Association of Alberta (ThAAA)
www.thaaa.ca
- National Physiotherapist Assistant Assembly (NPAA)
www.physiotherapy.ca/Physiotherapy-Assistants
- Canadian Association of Occupational Therapists (CAOT)
<https://www.caot.ca/site/stdmem/studentmembership?nav=sidebar>
- Alberta Therapeutic Recreation Association (ATRA)
<https://www.alberta-tr.org/>

PROGRAM ADVISORY COMMITTEE (PAC)

Each program in Allied Health has an active Program Advisory Committee, made up of educators, practitioners, industry leaders, alumni, and students. The purpose of this committee is to provide guidance to the program area in ensuring the curriculum and its delivery is current and relevant to the workforce. The PAC for this program meets twice per year.

STUDENT REPRESENTATIVE COMMITTEE

Students have the opportunity to represent their peers on the Student Representative Committee. This committee provides feedback to the Chair or Associate Chair regarding scheduling, curriculum, instruction, facilities, and learner experience in the program.

STUDENTS' ASSOCIATION INVOLVEMENT

Allied Health students are encouraged to become involved and volunteer with the Student Association. You can volunteer for special events, or choose to be a part of the Student Council. Not only does this involvement provide valuable experience, it also is a great way to build your resume. Learn more about opportunities at: <http://www.sanqc.ca/get-involved/students-council/>

ACCREDITATION

The Interdisciplinary Therapy Assistant program is seeking accreditation by the Occupational Therapist Assistant & Physiotherapist Assistant Education Accreditation Program (OTA & PTA EAP) of the Canadian Association of Occupational Therapists and Physiotherapy Education Accreditation Canada. The program has been granted Candidacy Status, which denotes an affiliation with the OTA & PTA EAP and is a pre-requisite for accreditation of the education program. Candidacy Status does not assure that the program will be granted accreditation status once the program undergoes a full accreditation review.

For details regarding accreditation contact:

OTA & PTA EAP, c/o PEAC

Suite 26, 509 Commissioners Road West, London, Ontario N6J 1Y5

1.226.636.0632

www.otapta.ca

CREDENTIAL

To graduate from the Interdisciplinary Therapy Assistant Diploma Program you must successfully pass all courses. Upon graduation, you will receive the following:

- A NorQuest College Diploma
- An official transcript

Although you may have transfer credit from other post-secondary work, please note that to graduate from this program, at least 50% of your coursework must be obtained at NorQuest College.

INTERDISCIPLINARY THERAPY ASSISTANT DIPLOMA PROGRAM MISSION, VISION, AND VALUES

Mission

Graduate workforce ready interdisciplinary therapy assistants to meet the health and wellness needs of client populations across the continuum of care through the delivery of high quality, student centered, competency and skills based adult education.

Vision

Offer innovative, accessible, interdisciplinary education, to prepare Therapy Assistants as essential partners in health care teams.

Values

Professionalism

- Effective Communication
- Interdisciplinary collaboration
- Accountability

High quality, innovative, learner-centered education

- Inclusivity and accessibility
- Alternate delivery options
- Lifelong learning & Reflective practice
- Clinical experiences

The role of the Therapy Assistant in client centered care

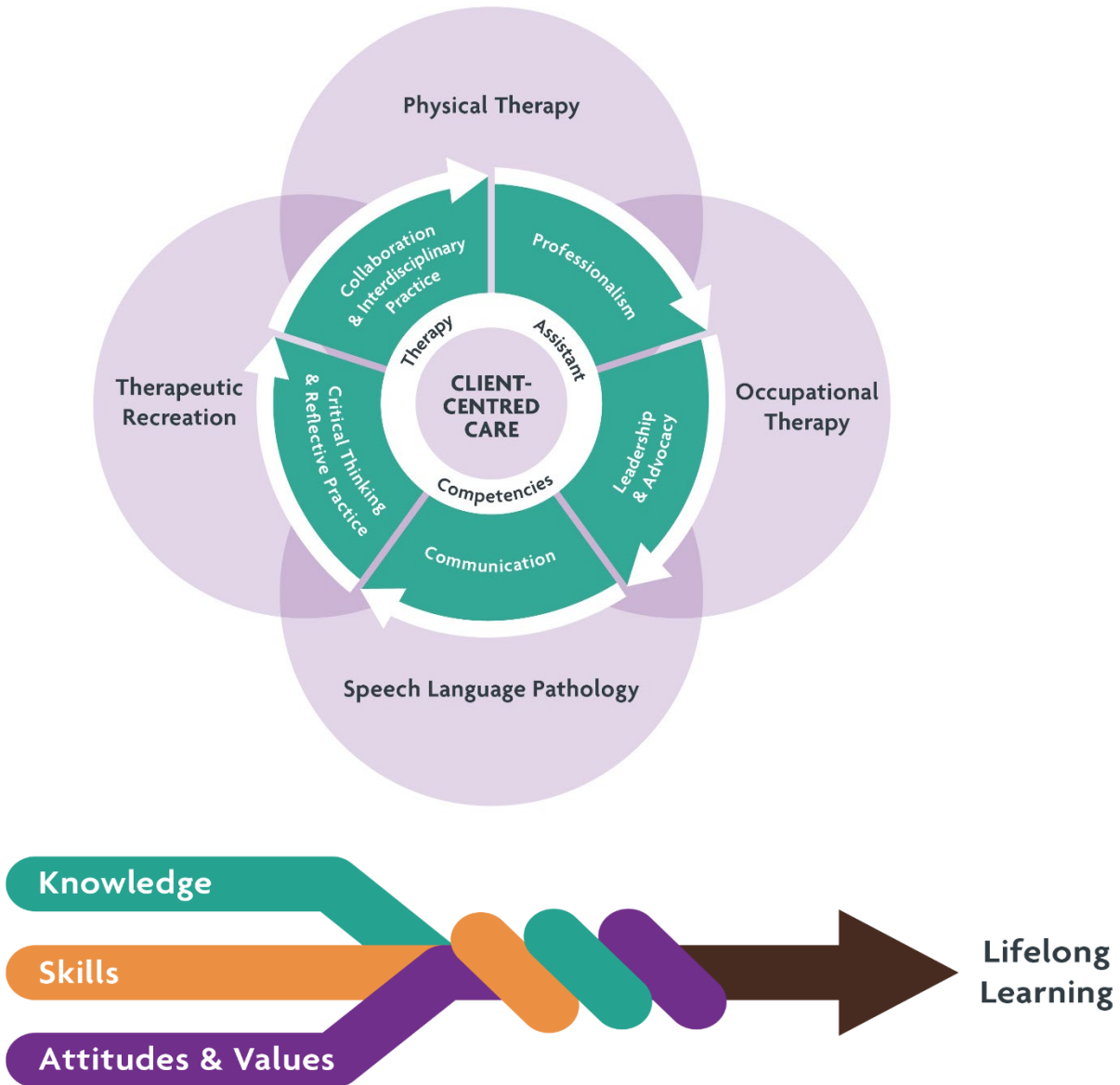
- Current evidence informed practice
- Safe and effective practice

INTERDISCIPLINARY THERAPY ASSISTANT DIPLOMA PROGRAM LEARNING OUTCOMES AND CONCEPTUAL FRAMEWORK

Program graduates will be prepared to:

1. Communicate and collaborate as a valuable member of a client-centered interdisciplinary health care team.
2. Assist with effective physical therapy and occupational therapy practice by providing safe and competent care across client populations.
3. Support other rehabilitation disciplines, including therapeutic recreation and speech-language pathology.
4. Demonstrate effective professionalism, leadership, and reflective practice skills

CONCEPTUAL FRAMEWORK



- The ITA program centers on the development of therapy assistant competencies, preparing learners to deliver **client-centered care**.

- The **general interdisciplinary therapy assistant competencies** that are common to all four rehabilitation disciplines are revisited and laddered through the program.
- Courses are designed to take advantage of **overlaps in scopes of practice** between the four rehabilitation disciplines while also emphasizing **discipline-specific framework(s)** of practice and specific skills and knowledge requirements.
- Educational concepts within the program can be categorized into **Knowledge, Skills, and Attitudes & Values**. These concepts become interconnected as they are developed, and integrated to build the various competencies. However, each course, whenever content allows, also follows a **continuous cycle of knowledge acquisition (Absorb), skills practice (Do) and real clinical application (Connect)**. The Absorb, Do, Connect instructional strategy is also used to design and guide online theory courses. Learners are therefore guided through increasingly higher levels of learning as per Bloom's taxonomy of learning educational theory.
- Students are prepared to continue their journey and become **lifelong learners**. The program fosters continuing growth and education which should extend beyond the confines of the student's formal education and help individuals continue their professional development.

PROGRAM DELIVERY

- Face to face with classes and labs from September to June over 2 years at the Edmonton downtown campus.
- Includes 5 practicum placements.
- Intensive, fast pace delivery.

Lighten Your Course load

- Open studies courses: ENGL 2510, COMM 1001, ANPH 1000, RHAB 1001, WELL 1000, and DEMC 1011 can be taken prior to starting the program to lighten your course load.

COURSE OF STUDY

FULL TIME FACE-TO-FACE

The program is 64 credits, completed over six terms of study.

| Term 1-16 weeks | | | | |
|------------------------|----------------------|--|--------------|----------------|
| Open | Course Number | Course Title | Hours | Credits |
| O | ANPH1000 | Introduction to Anatomy and Physiology | 45 | 3 |
| O | COMM1001 | Introduction to Communication | 45 | 3 |
| O | WELL 1000 | Wellness Through Leisure | 45 | 3 |
| O | ENGL2510 | Scientific and Technical Writing | 45 | 3 |
| | THPR2019 | Therapeutic Mobility - Theory | 30 | 2 |
| | THPR2020 | Therapeutic Mobility - Lab | 15 | 1 |
| O | RHAB1001 | Introduction to Rehabilitation | 45 | 3 |

O = Open Studies Available

| Term 2-16 weeks | | | | |
|------------------------|----------------------|--|--------------|----------------|
| Open | Course Number | Course Title | Hours | Credits |
| | ANPH1004 | Functional Anatomy | 45 | 3 |
| O | PATH1020 | Pathophysiology for Rehabilitation | 45 | 3 |
| | THPR2015 | Therapeutic Cardiopulmonary and Preventative Care - Theory | 30 | 2 |
| | THPR2016 | Therapeutic Cardiopulmonary and Preventative Care - Lab | 15 | 1 |
| | THPR2025 | Occupational Therapy Theories and Foundations of physical medicine for Assistants - theory | 30 | 2 |
| | THPR2026 | Occupational Therapy Theories and Foundations of physical medicine for Assistants - lab | 15 | 1 |
| | THPR2021 | Therapeutic Modalities - Theory | 30 | 2 |
| | THPR2022 | Therapeutic Modalities - Lab | 15 | 1 |
| | COMM1016 | Communication and Collaboration in Health-Care: Theory | 30 | 2 |
| | COMM1017 | Communication and Collaboration in Health-Care: Lab | 15 | 1 |

O = Open Studies Available

| Term 3-8 weeks | | | | |
|----------------|---------------|---|-------|---------|
| Open | Course Number | Course Title | Hours | Credits |
| | THPR2023 | Therapeutic Exercise - Theory | 30 | 2 |
| | THPR2024 | Therapeutic Exercise - Lab | 15 | 1 |
| | THPR2017 | Therapeutic Range of Motion and Outcome Measures - Theory | 15 | 1 |
| | THPR2018 | Therapeutic Range of Motion and Outcome Measures - Lab | 30 | 2 |
| | PPRT2003 | OTA/ITA Practicum I | 120 | 3 |

| Term 4-16 weeks | | | | |
|-----------------|---------------|---|-------|---------|
| Open | Course Number | Course Title | Hours | Credits |
| | DEMC 1011 | Dementia Studies | 45 | 3 |
| | TRDC 1010 | Therapeutic Recreation: Intervention Programming Theory | 60 | 4 |
| | TRDC 1020 | Therapeutic Recreation: Intervention Lab | 30 | 2 |
| | PPRT2004 | OTA/ITA Practicum II | 200 | 5 |
| | PPRT2005 | Recreation Therapy Assistant practicum | 160 | 4 |

| Term 5-16 weeks | | | | |
|-----------------|---------------|--|-------|---------|
| Open | Course Number | Course Title | Hours | Credits |
| | THPR 2027 | Occupational Therapy foundations of Mental Health and Cognition for Assistants | 45 | 3 |
| | THPR 2028 | Introduction to Speech and Communication Disorders - Theory | 30 | 2 |
| | THPR 2029 | Introduction to Speech and Communication Disorders - Lab | 15 | 1 |
| | THPR 2030 | Introduction to Language and Swallowing Disorders - Theory | 30 | 2 |
| | THPR 2031 | Introduction to Language and Swallowing Disorders - Lab | 15 | 1 |
| | THPR 2032 | Professional practice for therapy assistants | 15 | 1 |
| | THPR 2033 | Integrated Care Across the Lifespan | 45 | 3 |

| Term 6-10 weeks | | | | |
|-----------------|---------------|---|-------|---------|
| Open | Course Number | Course Title | Hours | Credits |
| N/A | PPRT 2006 | Speech-Language Pathology Assistant Practicum | 160 | 4 |
| N/A | PPRT 2007 | OTA/PTA Practicum III | 200 | 5 |

UNIVERSITY TRANSFER

Please note that certain courses are administered by the College's University Transfer department. These include English and Health Education courses. While taking these courses, you are subject to policies of the University Transfer department, which can be found on your course outlines for these courses. Any questions or concerns should be directed to your University Transfer course instructor or to the Acting Program Chair Rebecca Hardie at rebecca.hardie@norquest.ca.

COURSE DESCRIPTIONS

| Course Number | Description |
|------------------|--|
| ANPH 1000 | Study the basics of normal anatomy and physiology. The structure and function of each body system is covered, and the relationship between the structure and function of each system is explored. Learn about the interactions of body systems. Prerequisite: None |
| ANPH 1004 | Learn the essential concepts of functional anatomy including terminology, myology, basic neuroanatomy, joint movements during various activities, and biomechanical principles. The student will be prepared with the anatomical foundation to help the client reach functional goals. Prerequisite: ANPH 1000 or ANPH 1002 |
| COMM 1001 | Explore the fundamentals of communication and interpersonal relationships. Examine effective communication, barriers to effective communication, and specific communication strategies that can improve interactions with others and enhance critical thinking skills. Learn theories related to communication climate, groups, teams, conflict, and conflict management. Prerequisite: None |
| COMM 1016 | This course will prepare students to collaborate as an effective member of an interdisciplinary health care team. Students will develop your knowledge of team functional roles, communication strategies, conflict management and cultural competency. Students will learn to adapt communication strategies to perform client interviews and develop effective therapeutic relationships. Prerequisite: COMM 1001, ENGL 2510, RHAB 1001, WELL 1000, (THPR 2020 or ASCL 1000) |
| COMM 1017 | Apply the concepts learned in "Communication and Collaboration in Health-Care: Theory". In this course realistic clinical and inter-professional situations will be simulated to allow you to practice strategies and apply knowledge acquired in the theory component. Students will develop teaching and presentation skills through the creation of educational materials to promote public awareness and knowledge of rehabilitation. Co-requisite: COMM 1016 |

| Course Number | Description |
|------------------|---|
| DEMC 1011 | <p>This is a creative and dynamic approach to dementia care that is suitable for caregivers, both formal and informal, in a variety of care settings. Comprehensive information about dementia from diagnosis to end stage is discussed in a practical and interactive manner.</p> <p>Prerequisite: None</p> |
| ENGL 2510 | <p>This technical writing course prepares students with the skills required for writing in a professional setting. Students will learn to produce documents reflecting different types of technical communication such as technical descriptions, proposals, reports, web pages, and instructional manuals. Students will also learn how to organize information effectively, write in a clear, concise style, rigorously edit their writing, and format and cite sources using APA style. Effective document design and use of graphic elements are also examined. Students will be required to deliver oral presentations.</p> <p>Prerequisites: 60% in English Language Arts 30-1 or 70% in English Language Arts 30-2 or equivalent</p> |
| PATH 1020 | <p>This course focuses on the pathological processes underlying diseases and disorders commonly encountered in the field of rehabilitation. It gives learners a foundation for understanding the phenomena that produce alterations in human physiologic function across the lifespan. The course includes common disease entities as examples of pathological processes. Each pathological process is explained as a concept and illustrated by typical diseases and disorders. Disease is discussed in terms of manifestations, etiology, and complications. Learners will gain a basic understanding of the diagnosis and management of the disease process associated with pathophysiologic dysfunction.</p> <p>Prerequisite: ANPH 1000 or ANPH 1002</p> |
| PPRT 2003 | <p>During this practicum opportunity, you will be introduced to assisting with occupational therapy and / or physical therapy services under the supervision of an occupational therapist and / or a physical therapist. Throughout this experience, you will have the opportunity to demonstrate an understanding of occupational therapy and/or physical therapy foundations and common client conditions. Professionalism and team communication skills are emphasized.</p> <p>Prerequisites: COMM 1016, COMM 1017, THPR 2025, THPR 2026, THPR 2021, THPR 2022, Co-requisites: THPR 2018, THPR 2024</p> |
| PPRT 2004 | <p>During this practicum opportunity, you will assist with occupational therapy and / or physical therapy services under the supervision of an occupational therapist and / or a physical therapist. Throughout this experience, you will build on your knowledge of occupational therapy and/or physical therapy competencies. Professionalism and team communication skills are emphasized. During the practicum experience the student will demonstrate increased confidence and consistency in providing quality treatment.</p> |

| Course Number | Description |
|------------------|---|
| | <p><i>Pre-Requisite: DEMC 1011, PPRT 2003, THPR 1017, THPR 2018, THPR 2023, and THPR 2024</i></p> |
| PPRT 2005 | <p>During this practicum opportunity, you will be introduced to a therapeutic recreation setting and the role of a therapeutic recreation assistant in providing recreation therapy to clients. Throughout this experience, you will have the opportunity to demonstrate an understanding of wellness through leisure, common client conditions, assisting clients, program session planning, and program implementation under the supervision of a recreation therapist. Professionalism and team communication skills are emphasized.</p> <p><i>Prerequisites: DEMC 1011, PPRT 2003, THPR 2017, THPR 2018, THPR 2023, THPR 2024, TRDC 1010, and TRDC 1020</i></p> |
| PPRT 2006 | <p>During this practicum opportunity the student will be introduced to the role of a speech-language pathology assistant and will provide assistance with the provision of speech-language pathology services. Students will have the opportunity to demonstrate an understanding of the assistant's role in providing optimal speech, language, communication and dysphagia management services to clients and stakeholders and provide direct or indirect client services under the direction of a speech-language pathologist. Professionalism and team communication skills are emphasized.</p> <p><i>Prerequisites: PPRT 2004, PPRT 2005, THPR 2027, THPR 2028, THPR 2029, THPR 2030, THPR 2031, THPR 2032, and THPR 2033</i></p> |
| PPRT 2007 | <p>This course provides a clinically relevant view of the roles and responsibilities of a therapy assistant. Under the supervision of an occupational therapist and / or a physical therapist, or team of preceptors (OT/PT/SLP/TR) the student is given the opportunity to apply the academic knowledge and skills acquired during the program and gain valuable hands on experience. During the practicum experience the student will demonstrate increased confidence, consistency, and independence in providing quality treatment.</p> <p><i>Prerequisites: PPRT 2004, PPRT 2005, THPR 2027, THPR 2028, THPR 2029, THPR 2030, THPR 2031, THPR 2032, and THPR 2033</i></p> |
| RHAB 1001 | <p>Learn the fundamental concepts and theories specific to rehabilitation and gain an introduction to the field of rehabilitation medicine. Examine the common practices and unique roles of physical therapy, therapeutic recreation, and occupational therapy, and explore the skills, roles, and traits of the therapy assistant.</p> <p><i>Prerequisite: None</i></p> |

| Course Number | Description |
|------------------|---|
| THPR 2015 | <p>This course covers the theory related to therapeutic positioning and postural drainage. You will learn the principles behind: infection control, patient positioning, cardiopulmonary physical therapy interventions, measuring and observing vital signs.</p> <p>Prerequisite: RHAB 1001, and THPR 2019 Co-requisites: ANPH 1004, PATH 1020, and ENGL 2510</p> |
| THPR 2016 | <p>Participate in hands-on lab sessions to practice theoretical concepts learned in THPR 2015. Students will apply the principles of: infection control, patient positioning, cardiopulmonary physical therapy interventions, measuring and observing vital signs, and mobilizing.</p> <p>Co-requisites: THPR 2015</p> |
| THPR 2017 | <p>Study the fundamental concepts and theory related to outcome measures used in rehabilitation. Learn about active and passive joint range of motion measurements, goniometry, manual muscle testing, muscle length testing, and functional outcome measures.</p> <p>Prerequisite: ANPH 1004, COMM 1016, PATH 1020, THPR 2019, and THPR 2015</p> |
| THPR 2018 | <p>Participate in hands-on lab sessions to practice theoretical concepts learned in THPR 2017. Practice measuring and testing range of motion, muscle length, muscle strength and function. Gain hands-on experience to ensure that you are prepared to competently perform the procedures and skills.</p> <p>Prerequisites: THPR 2016 and THPR 2020 Co-requisites: THPR 2017</p> |
| THPR 2019 | <p>This course covers the theory related to therapeutic mobility. Students will learn the principles behind: body mechanics, functional mobility, bed mobility, lifts and transfers, gait retraining, fitting gait aids, and operating wheelchairs.</p> <p>Co-requisites: RHAB 1001 and ENGL 2510</p> |
| THPR 2020 | <p>Participate in hands-on lab sessions to practice theoretical concepts learned in THPR 2019. Students will practice using proper body mechanics and assist with bed mobility, lifts and transfers, gait retraining, fitting gait aids, and operating wheelchairs. This course provides hands-on experience to ensure that students are prepared to competently perform the procedures and skills.</p> <p>Co-requisites: ANPH 1000, and THPR 2019</p> |
| THPR 2021 | <p>Explore the fundamental concepts and theory related to Physical Therapy agents and Modalities. Learn about the purpose of various therapeutic modalities in physical therapy treatment such as thermal therapy, cryotherapy, ultrasound therapy, and electrical therapy.</p> <p>Prerequisites: ENGL 2510, RHAB 1001, COMM 1001, and THPR 2019 Co-requisite: ANPH 1004, PATH 1020</p> |

| Course Number | Description |
|------------------|--|
| THPR 2022 | <p>Participate in hands-on lab sessions to practice theoretical concepts learned in THPR 2021. Apply therapeutic physiotherapy modalities and electro physical agents and provide related client education. Gain hands-on experience to ensure that you are prepared to competently perform the procedures and skills.</p> <p>Co-requisites: THPR 2016, THPR 2020, and THPR 2021</p> |
| THPR 2023 | <p>Learn the fundamental concepts and theory specifically related to therapeutic exercise including: active and resisted exercises, balance and flexibility exercises, cardiovascular exercise, and individual and group exercises. Therapeutic exercise will be presented from a physical therapy framework, however principles will be extended to occupational therapy and therapeutic recreation.</p> <p>Prerequisites: ANPH 1004, ENGL 2510, PATH 1020, RHAB 1001, THPR 2015, and THPR 2016</p> |
| THPR 2024 | <p>Integrating theory and principles from THPR 2023 into practice. Gain hands-on experience to ensure that you are prepared to competently perform the procedures and skills.</p> <p>Co-Requisite: THPR 2023, COMM 1017, THPR 2018</p> |
| THPR 2025 | <p>Explore the fundamental concepts, theories and frames of reference specific to occupational therapy that can be applied to various adult populations. Obtain comprehensive foundational knowledge in activities of daily living, posture, seating, supportive surfaces, wounds, pressure, splinting, and orthotics as they pertain to occupational therapy and its unique approach to client care. The course will prepare the student with the necessary knowledge and understanding to work successfully under the supervision of and in co-operation with the physical medicine occupational therapist.</p> <p>Prerequisites: COMM 1001, ENGL 2510, RHAB 1001, THPR 2019, and THPR 2020</p> <p>Co-requisites: ANPH 1004, PATH 1020</p> |
| THPR 2026 | <p>Apply your knowledge of the therapeutic interventions that an Occupational Therapy assistant may use within physical medicine. You will practice handling and modifying ADL equipment including: bathroom equipment, wheelchairs, pressure relieving modalities and cushions. You will also fabricate a basic splint and learn how to modify and mange orthotics under the supervision of an occupational therapist.</p> <p>Prerequisites: THPR 2020</p> <p>Co-requisites: THPR 2025</p> |
| THPR 2027 | <p>Examine the areas of mental health and cognition as they relate to the practice of occupational therapy. Gain foundational knowledge into common mental health conditions as well as a comprehensive introduction to cognition and disorders of cognition. Explore the role of the Therapy assistant within the mental health and cognitive practices of occupational therapy.</p> <p>Prerequisites: DEMC 1011, PPRT 2003, THPR 2017, THPR 2018, THPR 2025, THPR 2026, and WELL 1000</p> |

| Course Number | Description |
|------------------|--|
| THPR 2028 | <p>This course will provide students with an overview of typical speech sound development and common speech sound and motor speech disorders. Approaches and strategies for treatment of articulation, phonological and motor speech disorders will be addressed. In addition, a brief introduction to and basic treatment principles of fluency disorders, voice and resonance disorders, structurally related disorders and augmentative and alternative communication (AAC) will be covered.</p> <p>Prerequisites: PPRT 2004 and PPRT 2005 Co-requisite: THPR 2027</p> |
| THPR 2029 | <p>This course will provide students with an opportunity to integrate theory and principles covered in SLPA1 into practice. Students will have hands-on experience with the implementation of clinical skills necessary for working with individuals with speech, fluency, or voice disorders.</p> <p>Co-requisite: THPR 2028</p> |
| THPR 2030 | <p>This course will provide students with an overview of the sequence of typical language development and normal developmental milestones. Developmental and acquired language disorders will be reviewed. Treatment approaches and techniques for both developmental and acquired language disorders will be covered. In addition, a brief review of anatomy and physiology related to normal and disordered swallowing will be completed. The role of the assistant in provision of basic assessment preparation and dysphagia management techniques will be discussed.</p> <p>Prerequisites: PPRT 2004 and PPRT 2005 Co-requisites: THPR 2027 and THPR 2028</p> |
| THPR 2031 | <p>This course will provide students with an opportunity to integrate theory and principles covered in "Introduction to Language and swallowing disorders – Theory" into practice. Students will have hands-on experience with the implementation of clinical skills necessary for working with individuals with developmental or acquired language disorders and swallowing disorders.</p> <p>Co-requisite: THPR 2030</p> |
| THPR 2032 | <p>This course will prepare students to begin their journey as a therapy assistant. Students will find job posting, prepare resumes, cover letters, and practice interview skills. Students will reflect on your current level of competency, and create plans for future growth and learning. Students will gain leadership skills essential to your role as a successful therapy assistant.</p> <p>Prerequisites: PPRT 2004, PPRT 2005 Co-requisite: THPR 2028</p> |
| THPR 2033 | <p>This course will introduce students to typical and atypical human development and assist them in understanding their role in an inter-professional (SLP, PT, OT) treatment team. Foundations of pediatric care will be addressed. Students will have the opportunity to integrate their knowledge from previous courses to analyze examples of holistic treatment strategies across various pathological conditions and impairments. This course places an emphasis on health promotion, maintenance, remediation, and adaptations.</p> |

| Course Number | Description |
|------------------|---|
| | <p>Pre-requisites: PPRT 2004, PPRT 2005 Co-requisites: THPR 2027, THPR 2028, THPR 2029, THPR 2030, THPR 2031</p> |
| TRDC 1010 | <p>Explore the stages of program development, implementation, and evaluation for clients of a variety of life stages, cultures, and conditions. You will focus on the assistant's role in the therapeutic recreation process. Learn best practices for selecting activities, engaging clients in active participation, and observing, reporting, documenting, and evaluating responses to a variety of intervention programs. Individual, small group, and large group intervention programs will be reviewed.</p> <p>Prerequisites: COMM 1001, RHAB 1001, and WELL 1000</p> |
| TRDC 1020 | <p>In this lab course, you will gain hands-on experience in therapeutic recreation intervention planning, delivery, evaluation, and documentation. This lab will focus on the assistant's role in the therapeutic recreation process working with clients of all cultures, ages, conditions, and genders.</p> <p>Co-requisite: TRDC 1010</p> |
| WELL 1000 | <p>Further your understanding of the field of therapeutic recreation and learn about the models of care in the therapeutic recreation process that guide service delivery. Discuss the Leisure Ability Model as a framework to service, with a focus on promoting a client's wellness through goal-oriented leisure activities.</p> <p>Prerequisites: None</p> |

TRANSFER CREDIT

Student may be eligible for credit for previous coursework at other post-secondary institutions. Students must apply for transfer credit to be assessed, and follow the policies outlined by the Office of the Registrar. More information, and the Request Form, can be found at:

<http://www.norquest.ca/accepted-students/completing-admission-requirements/transfer-credit.aspx>

Some important notes regarding transfer credit:

- You must be admitted to your program prior to requesting transfer credit.
- Official transcripts and course outlines are required for transfer credit.
- Transfer credit requests do not go directly to the faculty office, they are submitted to the Office of the Registrar.
- Transfer credit is subject to time limits, or a "shelf life" of the course previously taken-typically 5 years for discipline-specific courses, and 10 years for more general courses.
- The form you use to request transfer credit can be found at the link above.
- Please be aware that it can take 4-12 weeks to process transfer credit. An official decision will be communicated by the Office of the Registrar.

Practical Tips for Success:

- **Attend Orientation.** Important information about your program and the College is provided to set you up for success.
- **Prepare for Class.** Each instructor will outline a plan for pre-reading, assignment preparation, and other ways to maximize your time in the classroom and lab.
- **Attend class regularly.** Although you are an adult learner and can choose whether or not to attend class, some learning experiences (labs, field trips, guest speakers, practicum discussions, some theory courses) are mandatory. Please treat your classroom as a workplace – let your instructor know if you cannot make it in advance and make a plan to complete missed coursework. In the case of mandatory attendance days, you will be required to provide adequate documentation (doctor’s note, etc.) regarding absences. Vacations should be planned for scheduled College breaks (Christmas, Reading Week, etc.).
- **Engage and participate.** There is a difference between attending class and actively participating in your learning experience. Ask questions, engage in discussions, and reflect on your learning experiences.
- **Communicate with your instructor.** If you are concerned about your success, or need additional resources, initiate contact with your instructor by emailing, dropping in during office hours, or making an appointment.
- **Utilize your Student Navigator.** If you need assistance navigating College services, designed to maximize your potential for success, please see your Student Navigator.
- **Stay informed.** Students are asked to **check NorQuest email daily**, as this is the only email address that any College employee will use to contact you. Check the student website at <https://www.norquest.ca/current-students.aspx>, check your MyQuest page for mark information, and frequently check your course page on Moodle. As well, you receive regular general communications by email from the program area.
- **Make a plan for success.** Plan for success early in your program. Maintain an up-to-date calendar of due dates and block study, review, and assignment preparation time. Ensure that you are balancing your studies with other aspects of your life, to manage stress. If you need resources or assistance you can visit the professionals within *The Centre for Growth and Harmony* who provide free, non-judgmental mental health support, health support, newcomer support, basic need and community resource and workshops to NorQuest College students. Please visit norquest.ca/wellness for more information. It is not uncommon for post-secondary students to feel overwhelmed by workload, so seek assistance if required.
- **Buddy up.** Meet other students in your courses, so that you have someone to ask for assistance if you are away. Your instructional team recommends forming study groups with other students as a study and support strategy.

USING THE MOODLE ONLINE PLATFORM

- All program courses use the Moodle online platform. Students should familiarize themselves with the various type of resources and activities posted and seek support as needed. Obtain further information and support at <http://www.norquest.ca/resources-services/resources/student-tools-support/moodle-support.aspx> or email computercommons@norquest.ca.

- You are advised to print or download resources that you may want to save from a course, as you will only have access to the materials for the duration of the course.

DISCLOSURE – ACCOMMODATIONS AND ALLERGIES

It is the student's responsibility to disclose any information to the Program Chair/Associate Chair that may affect their success in the program.

- **If the student requires an accommodation for lab activities or exams**, it is their responsibility to discuss their needs with the instructor. Accommodations are assessed through Student Services. If exams are to be written outside of the classroom, please inform your instructor in advance so that the program area can arrange for the exam to be ready for you. However, please note that it is the student's responsibility to book exams. Exams must be booked for the same time as the in-class exam. For more information: <https://www.norquest.ca/resources-services/student-services/services-for-students-with-disabilities.aspx>.
- Please note that accommodations may not be permitted for any skills during practical labs that are considered essential for the workplace.
- **If a student's accommodation includes audio recording for lectures**, they must provide the instructor with the following completed form: *Agreement Regarding Audio Recording of Lectures*, at the conclusion of this manual.
- **Students with allergies** should be aware that in this program, you may use a variety of materials in your learning. It is the student's responsibility to be aware of their environment, ask for clarification as required, and inform the instructor or Associate Chair about any concerns.
- **Students in labs** are expected to participate in simulated activities that require touching others and wearing shorts and short-sleeved shirts. This is a part of demonstrating required skills and acting as a patient for other students. **Should students have cultural, religious, or personal reasons that impact this participation, they should discuss with the Associate Chair at the start of the program.**

SCHOLARSHIPS, BURSARIES, AND AWARDS

Allied Health students are eligible for a variety of scholarship opportunities. You can review this information at <http://www.norquest.ca/resources-services/student-services/funding-your-education/scholarships,-bursaries-awards.aspx>.

Additional Opportunities:

Health Care Practicum Funding Program:
<http://www.benorth.ca/healthcare-practicum.asp>

CPA Indigenous Student Award:

<https://physiotherapy.ca/cpa-indigenous-student-award>

If you need assistance, you can consult with your Student Navigator.

GRADING SCALE

The final letter grade for all theory courses is based on the following scale:

The following scale applies to credit programs and courses:

| Letter Grade (Post-secondary programs) | Grade Point Value (Post-secondary programs) | Percentage (Alberta Education courses/preparatory) | Descriptor |
|--|---|--|-------------------------|
| A+ | 4.0 | 95-100 | Excellent |
| A | 4.0 | 90-94 | |
| A- | 3.7 | 85-89 | |
| B+ | 3.3 | 80-84 | Very Good |
| B | 3.0 | 75-79 | |
| B- | 2.7 | 70-74 | |
| C+ | 2.3 | 67-69 | Satisfactory/Acceptable |
| C | 2.0 | 64-66 | |
| C- | 1.7 | 60-63 | |
| D+ | 1.3 | 55-59 | Pass |
| D | 1.0 | 50-54 | |
| F | 0.0 | 0-49 | Fail |

Note:

- Courses with a passing grade higher than a 1.0 will show all grades below the designated passing grade as an F.
- Some courses may be graded as Pass (P) or Fail (F)
- Passing grades for each course are found on the Course Outline on Moodle.

HONOURS STANDING

To complete the program with honours standing you must meet the following criteria:

- Obtain a cumulative grade point average greater than or equal to an A-
- Not have failed or repeated any courses

ATTENDANCE

Attendance is important in developing a professional work culture that values responsibility, respect, and commitment to practice. Attendance demonstrates that students have participated in the entire educational process in addition to their academic performance.

Although you are an adult learner and can choose whether or not to attend class, some learning experiences (e.g. labs, exams, clinical, practicum, and Workplace Integrated Learning (WIL)) may be mandatory. In the case of mandatory attendance days, you will be required to provide adequate documentation (e.g. doctor's note, etc.) regarding absences. If you have questions regarding mandatory attendance days, please speak with your instructor or review the course outline.

In addition:

- Please treat your classroom as a workplace – let your Instructor know in advance if you cannot attend, and make a plan to complete missed coursework.
- Vacations should be planned for scheduled College breaks (e.g. Christmas, Reading Week, etc.)
- Please note that practicum hours need to be completed as described in the course outline.

COURSE OUTLINES

You are provided with a course outline for each course. It contains valuable information about the learning outcomes, assessments, and expectations for the course. Please review it carefully and consult with your instructor if you have any questions. **Please save your course outlines in case you are applying for transfer credit at another post-secondary institution in the future.**

ASSIGNMENTS

Unless otherwise instructed, your assignments are due at the start of class on the date indicated by the instructor. If no due date is indicated, the assignment is due on the last day of regular classes.

Your instructor will indicate how assignments should be handed in (by email, in print, or uploaded to Moodle). Follow the directions carefully, as this information varies assignment-to-assignment.

Late Assignments

If you are unable to submit the assignment on the due date, you must request an extension **before** the due date. You will be expected to initiate a discussion with your instructor and provide documentation (e.g. medical note) to support your request for an extension. Only in extenuating circumstances may the instructor, with the Program Chair's approval, agree to allow a student to complete a supplemental assignment.

| | | | | | | |
|---|--------|--------|--------|--------|--------|------------------|
| 1 | 1 Ⓐ | 2 Ⓑ | 3 Ⓒ | 4 ● | 5 Ⓔ | Correct |
| 2 | 1 Ⓐ | 2 Ⓑ | 3 Ⓒ | 4 Ⓓ | 5 Ⓔ | Incorrect |
| 3 | 1 Ⓐ | 2 ● | 3 Ⓒ | 4 Ⓓ | 5 ● | Incorrect |
| 4 | 1 ● | 2 Ⓑ | 3 Ⓒ | 4 Ⓓ | 5 Ⓔ | Incorrect |
| 5 | 1 Ⓐ | 2 ● | 3 Ⓒ | 4 Ⓓ | 5 Ⓔ | Incorrect |

When answering the questions, please remember the following:

- Place the correct answer in the appropriate space by filling in the space completely.
- Read each question carefully and choose the best response.
- Thoroughly erase any answer you wish to change.
- Any stray pencil or erase marks on the answer sheet may count against you.
- Return the examination, answer sheet, and any paper used to work out answers to the instructor or proctor when finished.
- Be sure to write your name and student identification number on all the papers before you hand them in to the instructor or proctor.

Missed Examination

If you are going to be absent for the writing of a scheduled examination, you are required to notify the program office **prior to the exam writing time**. Failure to notify will result in an exam grade of zero. Please see the section, Examination Deferrals for more information.

Please do not plan vacations during exams. A vacation is not an acceptable reason for exam deferral.

Late Arrivals for Exams

If you will be late for an exam, please email your proctor and/or your instructor to inform them as soon as possible prior to the exam starting. Failure to notify may result in an exam grade of Zero (0).

If you are late for an examination, you may not be able to write your exam if 25% of the exam time has passed. This is in order to ensure exam integrity. If you are allowed to come into the room late to write the examination, you will not be given any extra time to write.

Rescheduled Exams and Examination Deferrals

A rescheduled exam is a **planned request** due to non-emergency situations. It is the responsibility of the student to review the class schedule and determine priorities accordingly. Please discuss any issues with your instructor directly. If you have a need to reschedule an exam, you should note that

vacations should be planned for designated College breaks and are not a reason for rescheduling. Academic penalties may apply if students choose not to attend exams.

An exam deferral is an **emergency or unplanned request** that causes a student to be unable to write an exam on the scheduled date. Steps for exam deferral include:

- a. Notify your instructor and exam proctor (if different) by email as soon as possible if you are going to be unable to write the exam as scheduled. .
- b. Submit a "Request for Deferral – Examination" form and provide documentation (e.g. medical note) if required to support your request.
- c. The instructor, with the Program Chair's approval, will make a decision about your deferral.
- d. Once a deferral is approved, you have two working days to contact your instructor to reschedule the exam. Deferred exams must be written within 5 days of the originally scheduled date. Program Chair approval is required for longer deferrals.
- e. Please note that if you have already viewed the exam, it is considered an attempt at the exam and the exam has been written, as per the examination policy.

What Can Be On Your Desk during Exams

- You must present **picture identification** in order to write your examination. If you do not present identification, and your identity cannot be verified by faculty or staff, the examination supervisor will ask the individual to leave the examination room. You must place your College identification on the right corner of your desk and write your student identification number on the examination sheet. If you have forgotten your College identification, you may use other photo identification (e.g. driver's license).
- **No cell phones** or personal devices are allowed during an exam. Ensure these are turned off prior to storing them for the exam. If your cellphone rings and disturbs the class writing the exam, you may be removed from the exam.
- You are allowed **writing materials** (pen, pencil, eraser) and other materials only as permitted (i.e., a calculator may be permitted).
- **All personal items** must be left in a locker or placed at the front of the room.
- Water bottles may be permitted during exams at the instructor's discretion.

Release of Examination Marks

Marks will be released on MyQuest. Do not approach the program staff regarding the exam results prior to the release of the marks. Your instructor will inform you should there be a delay in the release of marks.

If an exam mark is posted and you believe this mark to be inaccurate, then you must first approach your instructor to discuss the issue. If your instructor is unavailable, you may discuss the issue with a Program Chair, and arrange to have a content expert address your questions, explain the rationale for the mark you received, and the level of understanding or skill you would need to demonstrate in order

to obtain full marks. If you are unable to resolve the issue in this manner, you may initiate an appeal process (see Appeals section).

Examination Reviews

Instructors will not return exams, but will review exam material with you. Should you not see an exam mark posted, your first course of action is to contact your instructor. If your instructor is unavailable, you may then contact a program team member and/or the Program Chair to address the issue.

Your instructor may review the exam with the whole class. If you still have questions after this review, or require an individual review, you will need to make a request for Exam Review within five days for the mark being posted.

For final examinations, your instructor may or may not be available to assist you with the review, but a designate will be provided.

Protocol for Writing Examinations

- **Academic Honesty**

You are expected to work on your own during an examination.

Be aware that glancing at the work of your fellow students or exchanging glances with other students is not appropriate. **Communicating with other students in any way is prohibited.**

Sharing your answers with other students during an examination is not allowed.

If you are writing an exam on Moodle, you are not allowed to open any additional windows on the computer. Proctors will be monitoring your online activity during exams. It is recommended that you cover your work while you are completing an examination so others will not be tempted to glance at your answers.

- **Asking a Question**

If you have a question, raise your hand and the examination proctor will come to you.

- **Examination Materials for Paper Exams**

Check to ensure that you have the correct number of pages.

Ensure that you have the right style of multiple-choice answer sheet if one is required.

All scrap paper used in the examination must be handed in to the proctor upon completion of the examination.

- **Personal Belongings**

All personal belongings (backpacks, purses, bulky jackets, cellphones, etc.). Must be left at the front of the classroom or with the examination proctor.

- **Technology**

Cell phones are to be turned off and stored with the rest of your belongings.

If you are expecting a call regarding an emergency situation, please inform your proctor. Your proctor will monitor your communication device while you write the examination.

- **Washroom Break**

It is highly recommended that you try not to leave the room during an examination.

If you must leave the room to go to the washroom, you must obtain permission from the proctor, give your examination, working papers, and answer key to the proctor prior to leaving the room. You will be escorted to and from the washroom area.

Examinations in Moodle

Your instructor will indicate if exams are to be written in Moodle, and provide a link within the course. No other windows may be open at any point during the exam period.

Please come into the exam knowing your password so you can sign in for the exam!

Failure to respect examination policies and procedures may result in severe penalties on your exam marks and in an academic misconduct report.

STUDENT RIGHTS AND RESPONSIBILITIES

NorQuest College is committed to maintaining high standards of non-academic conduct and academic performance and integrity, in order to foster a learning environment conducive to the personal, educational, and social development of its students. This commitment is founded upon the principles of fairness, trustworthiness, honesty, respect, and responsibility.

The college expects that its students will be guided at all times by these principles in the work that they submit and the behaviour in which they engage. As members of this learning community, students have both fundamental rights and consequential responsibilities that NorQuest commits to protect and enforce under the provisions of the specific procedures related to this policy for the benefit of the entire college community.

Student Rights

Students have the right to:

- An educational environment that is safe, secure, and conducive to learning, and protects students from discrimination, harassment, indignity, or injury.
- The protection of their privacy according to college policy and privacy legislation.
- Reasonable and legitimate access to statements of college policies and procedures.

- Due process and procedural fairness in any investigation of alleged improper student conduct or alleged violations of college policy.
- Freedom of inquiry, expression, belief, political association, and assembly, provided that they are lawful and do not interfere with the rights of others or with the effective operation of the college or violate college policy.
- Reasonable and legitimate access to college buildings and facilities.
- Membership in an independent students' association, and participation in its governance and activities, subject only to its by-laws.
- Timely and accurate information about the content and requirements of their courses and programs.
- The availability of their instructors for assistance outside of scheduled class periods at mutually agreeable times and through mutually acceptable modes of communication.
- Reasonable and supervised access to their official student records as contained in their permanent files.
- Consult any written submission for which a mark has been assigned and to discuss the submission with the examiner.
- Request an impartial review of any grade.

Student Responsibilities

Students have a responsibility to:

- Assist in making the college learning community respectful, safe, and inclusive by personally refraining from (and discouraging in others) conduct that threatens or endangers the health, safety, well-being, or dignity of any person(s).
- Exercise their rights and freedoms with integrity, respect for the rights of others, and acceptance of accountability for their words and actions, whether acting individually or as a member of a group.
- Abide by all relevant college policies and participate in related procedures, as required.
- Familiarize themselves with academic regulations, including graduation and program completion requirements.
- Comply with the policies of any employer or host organization where the student is involved in a work placement, site visit, practicum, or clinical placement.
- Adhere to class attendance policies and notify instructors in a timely manner of unavoidable absences.
- Maintain timely and respectful communication with appropriate college offices and personnel, whether in-person or through electronic means.

In addition to these rights and responsibilities, students must familiarize themselves with the college's overarching Code of Conduct (please see <https://www.norquest.ca/resources-services/student-life/student-policies/student-conduct.aspx>) which applies to all members of the college community.

COLLABORATION AND A RESPECTFUL LEARNING ENVIRONMENT

In most fields of study, students benefit from sharing ideas with their classmates, friends, or family. Often, during the exchange of ideas, an original idea can develop into a stronger or more complex idea. This is a benefit of classroom or online discussions between students. Therefore, students should read course materials before class and arrive with questions and ideas related to the topic to be taught.

Respect for your fellow students and program staff is expected. Many controversial subjects are discussed and you are free to disagree with views presented by your instructor and fellow students; however, you must do so respectfully.

As well, hand-on practice in labs and clinical settings requires students to be prepared to work with people of all cultures, religions, and genders. A NorQuest college education is inclusive and our students are supported and prepared to meet the needs of a diverse society with hands-on training with people from a variety of cultures, religions, and genders.

It is the student's responsibility to ask for clarification and initiate discussions with the instructor if expectations are not clear. For example, talk to your instructor if you are unsure whether a learning activity is meant to be collaborative (e.g. group work) or individual (e.g. a reflective practice journal). If you have concerns regarding participation, please consult with your instructor.

It is important to note that collaborating on assessments that are to be done individually could lead to an academic misconduct report.

AWARENESS OF POLICIES

Again, it is your responsibility to read and ensure you understand the standard practices for your program area and the college. These include those in the College [website](#), this manual, and information provided to you by your instructor, Associate Chair, or Chair.

You will have to accept any consequences associated with not following the policies even if you do not read them.

ACADEMIC MISCONDUCT

Please review the following information provided by the Office of Student Judicial Affairs:
<https://www.norquest.ca/resources-services/student-services/office-of-student-judicial-affairs/academic-misconduct.aspx>.

NorQuest College is committed to maintaining high standards of academic performance and integrity in order that all students may benefit equally from the opportunity to pursue their education in a learning

environment that is characterized by high levels of fairness, trustworthiness, honesty, respect, and responsibility.

It is incumbent upon all members of the NorQuest community to uphold these standards by ensuring that they inform themselves and others of the fundamental importance of these standards.

Academic Misconduct

Academic misconduct may be defined broadly as the giving, taking, or presenting of information that dishonestly aids an individual or group in the determination of academic merit or standing. Common examples include, but are not limited to, plagiarism and cheating.

Examples of Academic Misconduct

Plagiarism is a form of academic misconduct that occurs when someone presents what has been created by another as his or her own work. Specific examples include:

- Presenting in any format the words, ideas, images, or data created by or belonging to someone else as if it were one's own.
- Manipulating source material in an effort to deceive or mislead.
- Submitting work that contains misleading references that do not accurately reflect the sources actually used.

Cheating is a form of academic misconduct that occurs when someone employs an unauthorized means to obtain credit for work submitted; to gain advantage over others in the assessment of academic work; or to assist others in obtaining such advantages. Specific examples include:

- Accessing information from unauthorized sources such as other students or notes in the course of completing an assignment, test, or examination.
- Being in unauthorized possession of evaluation materials in advance of their administration.
- Collaborating on any project, assignment, or examination without prior permission.

Related Information

- [Download the Academic Misconduct Procedure \(171k pdf\)](#)
- [Misconduct Report Form \(112k pdf\)](#)

For more information on this procedure, contact OSJA@norquest.ca.

USING APA

All work is to be referenced in APA, unless otherwise indicated by the instructor.

The Learner Centre offers regular tutorials regarding APA, and more information can be found at: <http://libguides.norquest.ca/apa6>

As well, the Bookstore sells a beneficial guide: ***Clearly APA: The NorQuest Guide to APA Style***

The Writing Centre is there to support you in using APA, and offers both online and in-person services. Access them by making an online appointment:

<http://libguides.norquest.ca/WritingCentre>

ACADEMIC PROGRESS IN ALLIED HEALTH

Students must complete all assessments in each course, with the exception of extenuating circumstances which may result in alternate arrangements or supplemental assessments as determined by the Program Chair.

Students must successfully obtain credit by achieving the minimum passing grade for each course, meeting the pre-requisites for each course, in order to progress through the program. Lab courses include professionalism expectations, which must be met in order to pass the course.

Students must successfully complete all courses prior to practicum.

In order to progress from one term to another, students must attain a minimum 2.0 (C) grade point average (GPA).

Students must complete all diploma requirements within five years from admission.

Auditing a Course:

If you are interested in auditing a course (taking the course not for credit, with no assignments, exams, grades, evaluation, or progress reports), you must receive permission from the Program Chair or Associate Chair.

If You Are Unsuccessful In A Course (Grade of F or WF):

- You will be required to repeat the course.
- If you are repeating a course, you must complete all components of the course and may not submit any previously completed work.
- If you are repeating a lab course, be aware that students attempting the course for the first time are given priority if class capacity is an issue.
- You may register in other courses only if you meet the prerequisite and co-requisite requirements for those courses.
- You may attempt a course in the program only two times.
- Another delivery option may be available. Please discuss with the Chair/Associate Chair.

How to Calculate GPA

A grade point average (GPA) is a weighted average of a student's grades. GPA is calculated according to the formula using the credits assigned to each course and the grade points received. The calculations used in recording a student's grades are:

-
- Grade Points = Credits x Grade Point Value if 4.0 grade scale is used, or percentage grade if Percentage Grade Scale is used.
 - GPA = Total Grade Points/Total Credits taken.

More information can be found at: <https://www.norquest.ca/about-us/policies-procedures/academic/assessment-and-grading-policy/assessment-and-grading-for-credit-courses-procedur.aspx>.

ACADEMIC PROBATION

Academic Probation is a means of identifying students at risk of not being successful in the program. When a student has failed two courses (or received a mark of WF) or failed to maintain a GPA of 2.0 (64%), they are placed on academic probation for their next 5 courses. While on academic probation, the student must pass all courses and must maintain a 2.0 GPA. If the student fails a course (or receives a mark of WF) or is unable to meet the requirement of 64% (2.0) in their next 5 courses, the student may not be able to continue in the program.

A student is automatically put on Academic Probation under the following circumstances:

- The student is re-admitted to the program after being required to withdraw
- The student commits an act of academic dishonesty but is allowed to remain in the program
- The student fails two courses (receiving a mark of F or WF) while in the program
- The student's GPA falls below 2.0 (64%) in any term

Once a student has successfully completed the next 5 courses while on academic probation, they will be returned to status as a student in good standing.

Please note: there may be additional requirements that need to be met while on academic probation. These will be outlined by the Chair/Associate Chair. Students on academic probation will also be unable to register in future courses until meeting with the Chair/Associate Chair.

Withdrawal from the Program

Program and Course withdrawals may be initiated by the student or the program.

If a student is initiating a withdrawal for any reason, they are advised to discuss this decision with the Chair/Associate Chair to map out a plan prior to completing the withdrawal forms. Students who have withdrawn from the program and wish to re-enroll need to re-apply and meet the current admission requirements.

The Program Chair/Associate Chair will withdraw a student from the program if they:

- Are unsuccessful in their second attempt of a course (F or WF);
- Are unsuccessful in a total of 3 courses (F or WF).
- Are unsuccessful in a course while on academic probation.

- Achieve a GPA below 2.0 (64%) while on academic probation.
- Have taken more than 5 years to complete the diploma credential.
- Do not attend the first two weeks of term.
- Demonstrate a lack of academic progress (not enrolling in courses for more than one term).

When the program initiates a withdrawal, conditions for re-entry to the program will be outlined. These may include:

- Volunteer hours or work experience in the field.
- Coursework as an open studies student (not in the program).
- Remedial work or workshops.
- Evidence of self-reflection and growth (essays, reference letters).
- Evidence of supports in place for future success in the program.

Exceptions

Exceptions regarding academic progress or withdrawals in the program may be determined at the discretion of the Program Chair/Associate Chair.

COMMITMENT TO PROFESSIONALISM FOR INTERDISCIPLINARY THERAPY ASSISTANT DIPLOMA STUDENTS

Professionalism Expectations are regularly assessed in the program. Students are required to self-reflect regularly on their perceptions of their performance in various aspects of professionalism. Instructors will also provide feedback on these aspects, and this is reviewed during regular meetings during the student's course of study.

Expectations are set so that a student's level of professionalism meets expectations by the time the student enters practicum. Your instructor in each course will outline the standards needing to be met during the term.

- Graded feedback is provided during Year 1, Term 1 in THPR 2020
- Graded feedback is provided during Year 1, Term 2 in THPR 2016, THPR 2026, COMM1017, and THPR 2022
- Graded feedback is provided during Year 1, Term 3 in THPR 2024, THPR 2018
- Graded feedback is provided during Year 2, TRDC 1020, THPR 2029, THPR 2031

Allied Health Student Professionalism Expectations

| Grading Scale | Descriptor |
|--------------------------------|--|
| Above Expectations (AE) | Meets or exceeds standards of practicing health professional |

| | |
|--------------------------------|---|
| Meets Expectations (ME) | Meets standards for this level of student, consistently demonstrates behavior |
| Below Expectations (BE) | Does not meet standards expected for this level of student, insufficient improvement in spite of feedback |
| Fail (F) | Fail – poor performance, no improvement in spite of feedback, or formal misconduct report, resulting in automatic fail at course endpoint |

| | |
|---|--|
| Adaptability | <ul style="list-style-type: none"> • Adapt to new situations, people, procedures and ideas • Display a willingness to approach situations in different ways to achieve better outcomes |
| Appearance & Dress Code | <ul style="list-style-type: none"> • Comply with lab dress code, proactively discussing any concerns with instructor • Use proper hand and personal hygiene |
| Communication | <ul style="list-style-type: none"> • Respect confidentiality of classmates • Convey information in a clear, respectful and organized manner • Demonstrate respect for the feelings and opinions of others • Develop positive working relationships with others • Use active communication skills that respect the learning environments • Proactively communicate concerns to instructor |
| Honesty & Integrity | <ul style="list-style-type: none"> • Demonstrate honesty, integrity, and accountability • Inform instructor of any issues (equipment, academic integrity, inappropriate conduct) |
| Personal Growth & Continued Competence | <ul style="list-style-type: none"> • Demonstrate reflective practice in both written and verbal forms • Actively engage in lab activities • Implement actions to improve performance and skills based on feedback • Respond maturely and positively to suggestions and constructive criticism • Demonstrate self-confidence in labs, assessments, and other learning opportunities |

| | |
|--|---|
| Problem Solving & Critical Thinking | <ul style="list-style-type: none"> • Identify problems and recognize risks to safety • Analyze situations and carry out solution-oriented actions • Demonstrate strong problem-solving and critical-thinking skills to work effectively in an independent capacity • Use available resources as appropriate to solve problems |
| Collaboration & Teamwork | <ul style="list-style-type: none"> • Engage in teamwork as an active, cooperative participant • Offer creative and appropriate ideas to further the goals of the team • Report pertinent information to others, as appropriate, in a timely manner • Contribute equally to team learning activities • Manage interpersonal conflict effectively • Identify appropriate situations for collaboration • Provide constructive feedback to classmates and instructional team • Share College resources (supplies, equipment, etc.) fairly |
| Attendance & Punctuality | <ul style="list-style-type: none"> • Adhere to attendance, punctuality, and absence notification requirements for labs, assessments |
| Work Habits | <ul style="list-style-type: none"> • Demonstrate preparedness for labs, assessments • Follow all NorQuest College and program specific policies and procedures • Maintain a clean and safe working environment • Plan and organize to successfully complete work for labs, assessments • Bring required materials & textbooks • Manage lab time effectively |

The student will be asked to self-reflect on their performance at the midpoint and at the end of the course by providing examples of how they demonstrate the professional behavior and/or what they need to improve

The instructor will then provide feedback at the midpoint and at the end of the course by providing examples of behaviors and grade how current behaviors align with the expectations outlined.

SHARED RESPONSIBILITY AND LEARNER IMPROVEMENT PLANS

Your success in learning is a shared responsibility between you and your instructor. During the course of your program your progress will regularly be assessed. If, at any time you are having difficulty meeting course performance outcomes, you may be required to meet with your instructor. For minor

concerns, the instructor may provide guidance and direction verbally, or by email. Other concerns may warrant a Learning Improvement Plan, to advise you of any areas in which you need to improve.

The written Learning Improvement Plan is used to aid both you and your instructor to identify the areas of concern.

- The first portion of the Learning Improvement Plan, completed by the instructor, will outline his or her assessment of your current level of performance in relation to the level of performance required to be successful in meeting the course/program objectives.
- The second part of the Learning Improvement Plan, completed by the student, clearly identifies the actions you will take to improve your chances of successfully completing the course/program requirements. The instructor may work with you to develop this action plan, or refer you to the Program Chair who can help you to identify potential obstacles and discuss strategies for overcoming those obstacles.

The goal of the Learning Improvement Plan is to outline any areas of concern, steps to be taken in order to address those concerns, dates for reassessment, and persons designated to reassess your progress, as well as resources available to you and the consequences of not meeting the course/program objectives. If at any time you do not understand the expectations stipulated in the Learning Improvement Plan, please ask for clarification.

You are always welcome to have a person attend a Learning Improvement Plan meeting with you. This may be a counsellor, or other support person. You are responsible for arranging for that person's attendance, and will be asked at the start of the meeting whether or not your situation can be discussed freely in front of the person accompanying you. Your situation will never be discussed with this person without your attendance and consent.

During the meeting, your performance issues will be discussed with you, and strategies will be identified to help you become more successful. These items will be written down in a Learning Improvement Plan, as stated above. It will be your responsibility to follow through on the commitments that you make when building the Learning Improvement Plan.

If you are still unable to meet course/program outcomes, the consequences stipulated in the Learning Improvement Plan will be implemented. *The Learner Improvement Plan form is found at the conclusion of this manual.*

ACADEMIC GRADE APPEALS AND STUDENT COMPLAINTS

Should you disagree with a decision, you have the right to appeal. **If you disagree with a grade, you are asked to first speak with your instructor. If you have concerns about your experience in the program, please discuss with your Associate Chair or Chair.**

Processes regarding appeals and complaints are found at:

<https://www.norquest.ca/resources-services/student-services/office-of-student-judicial-affairs/academic-grade-appeal.aspx>.

The Student Complaint Report Form, used for grade appeals and complaints, is found at: <https://www.norquest.ca/NorquestCollege/media/pdf/Judicial%20Affairs/student-complaint-report-form.pdf>.

If you need assistance in this process, you may contact:

- The Office of Student Judicial Affairs at: OSJA@norquest.ca
- Your Student Navigator at student.navigator@norquest.ca

EVALUATION AND FEEDBACK TO THE PROGRAM AREA AND COLLEGE

It is important to NorQuest College that you receive quality programs and services and are able to find a job related to your education. In order to determine if the College is successful in meeting both goals, you are asked, at various points during the program, to provide anonymous and confidential feedback on the College and the ITAD program. Requests for feedback will usually be in survey form, although periodically you may be asked to participate in an in-person focus group.

You will have a number of opportunities to provide feedback on your time at NorQuest:

1. **Class Pulse Checks:** These are instructor-led questionnaires to determine how students' needs are being met in the classroom, and what could be done to improve the learner experience. These are typically done before the halfway point of the course.
2. **Impromptu Feedback:** The program chair may make an impromptu visit to your classroom to do a quick 60-second survey on your experience in the program so far.
3. **Student Representative Committees:** Each program in Allied Health elects a student representative to sit on the committee and meet at least once per term with the Chair. The purpose of this group is to provide feedback to the Chair on the delivery of the program and learner experience.
4. **Course and instructor evaluation:** This is a formal survey that will determine your satisfaction with each of your instructors at the end of the course.
5. **Program Exit Survey:** This survey will determine your satisfaction with College programs and services.
6. **Graduate Follow-Up Survey and Focus Groups:** After graduation, you may be contacted by Institutional Research to discuss your experience in the program, and your current employment.

With the exception of the Class Pulse Checks, individual faculty members do not see the individual responses to the surveys listed. A summary of the results is compiled and provided to the Program Chair and to the instructor being surveyed.

Survey information is used by the College to continually assess and improve the program. Evaluation information is also collected for accreditation reporting purposes. This information is compiled with student names removed to ensure confidentiality.

CLINICAL PLACEMENT (Practicum)

You will be provided with detailed information, including a Practicum Manual and orientation, as you prepare for your clinical placement, or practicum. A successful placement includes a strong partnership between the student, the College, and the practicum site. Each student is assigned a **preceptor** at the site, who will provide informal and formal feedback; and an **instructor(s)** from the college, who monitors the student progress through phone calls, email, reviewing learning journals, and site visits. The instructor uses feedback from the preceptor's evaluation to determine a grade of P (PASS) or F (FAIL) for the practicum course.

In your program, you complete five practicum courses:

| Term | Course Code | Title | Hours | Structure |
|------------------|-------------|--|-------|---|
| Year 1 Spring | | OTA/ITA Practicum I | 120 | Part-time, 8 weeks |
| Year 2 fall | | OTA/ITA Practicum II | 200 | 5 weeks full time, half of students will go in Oct-Nov, and the other half in Nov-Dec |
| | | Recreation Therapy Assistant practicum | 160 | 4 weeks full time, half of students will go in Oct-Nov, and the other half in Nov-Dec |
| Year 2 spring | | Speech- Language Pathology Assistant practicum | 160 | 4 weeks full time, half of students will go in May, and the other half in June |
| | | OTA/ITA Practicum III | 200 | 5 weeks full time, half of students will go in May, and the other half in June |

OTA/ITA practicums I, II, and III will provide a minimum of 150 hours under the supervision of an OT, and a minimum of 150 hours under the supervision of a PT. A total of 500 hours of under the supervision of an OT and/or a PT is required to complete the program. Practicum assignments will be coordinated by the College to ensure that students experience varied clinical settings, and meet or exceed the minimum OTA/ITA hour's requirements.

Please note the following:

- You are **not to contact potential sites**, as these are arranged by the College.
- **You will need to pay tuition for your practicum, as any other course.** Tuition is calculated by credit value, so ensure you are informed of the practicum course tuitions by contacting the Office of the Registrar, or reviewing the Tuition and Fees Estimator at: <http://www.norquest.ca/resources-services/student-services/funding-your-education/tuition-fees-estimator.aspx>.
- You will be asked to complete a Practicum Request Form and HSPnet Consent form to initiate the placement preparation process.
- While you may make requests on these forms, due to circumstances beyond our control the **College cannot guarantee you a placement at your facility of choice.** We do our best to place students within the Greater Edmonton region, but **you may be placed outside the region depending on the availability of sites.**
- You will work the same hours as the supervising preceptor and this **may include day, evening, and weekend shifts.**
- You will be notified of the practicum site that you have been assigned to once the arrangements have been made.

Requirements to Begin Practicum:

You must have all of the clinical requirements outlined for your program prior to requesting your practicum. These are outlined on your "To Do" list on MyQuest and the following table outlines the specific requirements for placement and timelines:

| Item | Due Date | Where to Submit | Additional Notes: |
|---|-----------------|---|--|
| Police Information Check, including Vulnerable Sector Check | Oct 15 | 6 th floor Reception Desk | This is a requirement for a mandatory assignment in RHAB 1001. Must submit original |
| Up-to-Date Immunization Record | Oct 15 | Health Services (Located in the Centre for Growth and Harmony) SCFL 1-101 | This is a requirement for a mandatory assignment in RHAB 1001 |

| | | | |
|--|--------|--------------------------------------|---|
| AHS Information and Privacy Training | Oct 15 | 6 th floor Reception Desk | This is a requirement for a mandatory assignment in RHAB 1001 |
| It's Your Move Training | Jan 7 | Instructor will submit | This training will be provided to you as part of THPR 2020; please wait for instructions. A re-certification will be offered to Year 2 students. |
| International students only - CO-OP work permits | Jan 7 | | This is a requirement for all international students. Visit the NorQuest international site for further information. |
| CPR | Apr 1 | 6 th floor Reception Desk | Your CPR – Health Care Provider can be taken at the College or an outside agency. This certification is only valid for 12 months and must be valid for the entire time you are on placement. Must have current Heart & Stroke BLS Provider, CPR level C for HCP, or BLS for HCP |
| Academic Requirements | Apr 1 | Will be checked by Program | You must be passing all pre-requisite courses by this point in the program to have your placement confirmed. |

| | | | |
|--------------------------------|--|---|--|
| Additional requirements | | Your practicum coordinator will inform you of these additional requirements a few weeks prior to your start date. | Some clinical sites have additional requirements such as N95 mask fitting and O2 therapy modules. Students may be responsible for associated fees. |
|--------------------------------|--|---|--|

Please note that you may be required to complete a pre-practicum assessment. You will receive more information about this from your instructor or Program Chair.

APPLYING TO GRADUATE & CONVOCATION

You must initiate the graduation process by applying to graduate.

- Regardless of whether or not you attend Convocation, you must apply to graduate in order to receive your credential.
- Please monitor your student email and www.student.norquest.ca for important information **about applying to graduate and planning for convocation.**
- Please review the Graduation and Convocation Checklist at:
- <https://www.norquest.ca/current-students/convocation/graduation-and-convocation-checklist.aspx>.
- Please note that strict deadlines apply to this process that may impact you receiving your credential.
- Convocation for all programs at the College takes place in May each year at the Winspear Centre in downtown Edmonton. Our team looks forward to this event each year, as an opportunity to celebrate the hard work and success of our students.

STUDENT CAREER AND EMPLOYMENT SERVICES

As you prepare for entering your chosen career, remember that Student Career and Employment Services organizes a number of job fairs each year, and is a valuable resource in preparing for employment. Experts will review your resume, conduct mock job interviews with you, and assist you with effective job search techniques. More information on their services can be found at: <http://www.norquest.ca/resources-services/student-services/student-career-employment-services.aspx>.

This service is available to you up to one year after you graduate from your program.

BLOCK TRANSFER

Perhaps you see your diploma as a stepping stone for other educational goals. A number of NorQuest College courses have credit transfer agreements in place with other institutions; in some cases, block

transfer agreements that give credit for the entire program of study can be accessed. Please ask your program office or consult the College [website](#) or [Transfer Alberta](#) for the most current transfer agreement information.

ALUMNI ASSOCIATION

As a graduate of NorQuest College, you are a member of the Alumni Association. Benefits to this membership include savings on different services, and the opportunity to stay connected to the College. You can learn more at: <http://www.norquest.ca/alumni.aspx>.

STAY IN TOUCH!

Your instructional team has invested in your success, and we love to hear how our graduates are doing in the workforce or in furthering their studies. Please keep in touch with the program area via the Chair and let us know how you're doing. As we continually seek to ensure our programs are meeting the needs of the workforce, we may even ask you as an alumni to speak about your experience in the program at a recruitment event, or participate in a focus group.

***** Please note that students are responsible for awareness of information in this manual, and of all policies listed on the NorQuest College website**

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