Interdisciplinary Therapy Assistant Program

2023-24 Student Handbook

NORQUEST COLLEGE

LAND ACKNOWLEDGEMENT

NorQuest College respectfully acknowledges that we are on the traditional lands, referred to as Treaty 6 Territory and the homeland of Metis Region 4. This land is home to many diverse groups of Indigenous peoples including the Cree, Dene, Blackfoot, Saulteaux, Nakota Sioux, Inuit, and Métis. NorQuest College also acknowledges that the City of Edmonton and all the people here are beneficiaries of Treaty Number 6, which encompasses the traditional territories of numerous western Canadian First Nations as well as the Métis people who have called these lands home since time immemorial. NorQuest acknowledges the treaty, the land and the territories of Indigenous peoples as a reminder of:

- Our responsibility and obligations to the land and to Indigenous peoples,

- Our accountability to addressing the ongoing impacts of colonization that are distinct to Indigenous peoples and communities,

- To work together in remembering the spirit and intent of the Treaty towards right relations.

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PROGRAM TEAM

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International Student Advisor(s)	international@norquest.ca	780-655-6128 or 1-866-534-7218
WIL Emergency/After Hours	*For use only during Workplace-Integrated Learning (WIL) placements for injuries, accidents, and other emergencies. Call only, texts not monitored.*	780-419-4607

MESSAGE FROM THE DEAN

Jennifer Mah, RN, MN

Welcome to the Faculty of Health Studies and the Interdisciplinary Therapy Assistant Program. We are delighted to be part of your educational journey and help you launch into your chosen career.

Here, you will find highly qualified faculty, a current and workforce-relevant program curriculum, and a supportive learning environment. As a graduate of NorQuest College Interdisciplinary Therapy Assistant 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.

MESSAGE FROM THE CHAIR

Michèle Vaillant, PT BSc, MSc RS

It is my pleasure to welcome you to the Interdisciplinary Therapy Assistant (ITA) program.

Our dedicated and highly skilled team of instructors are looking forward to facilitating your journey through your diploma program. Over the course of your program, our team will support you as you develop your Therapy Assistant skills, knowledge, attitudes and values, to grow into an essential partner for health care teams.

On behalf of the Instructional Team, we encourage you to seek out instructor support, feedback, and guidance as you work through the program. Please carefully review the essential information provided in this handbook, as it will be your guide throughout your program.

NORQUEST'S PURPOSE AND SKILLS OF DISTINCTION

Purpose

NorQuest's purpose inspires everyone, in all aspects of the college, to transform people's lives. It challenges us to continually ask, with everything we choose to do: How will this change people's lives for the better?

Perhaps there is nowhere in the college where this purpose is more compelling than in the programs we provide, the opportunities we open, and the outcomes we strive to achieve for each and every student who walks through our doors or connects with the college.

Skills of Distinction

NorQuest commits to a common set of outcomes we aspire to achieve with each and every student. We call these the Skills of Distinction:

- o   Resilience
- o   Inclusion
- o   New ways of thinking

For more information, please see: Skills of Distinction.

THE STUDENT HANDBOOK

This handbook is designed to assist you in meeting your career goals and to help ensure that your learning experience at NorQuest College is a positive one.

We would appreciate any feedback that you can provide to your instructional team about your learning experience and about the program. Your comments will help us continue to provide quality education for our students.

We wish you every success in achieving your career goals!

This handbook is divided into two sections.

The first section reviews general information relevant to all students in the Faculty of Health Studies (FHS), including campus services, general information about various course policies, and strategies to support your success as a NorQuest College student.

The second section contains key information specific to your program and the third contains information about Work-Integrated Learning (or practicum).

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

CAMPUS INFORMATION

The two main buildings on campus where the majority of campus services are housed are:

- Civic Employee Legacy Tower (CELT) - located at 10215-108 Street
- Singhmar Centre for Learning (SCFL) - located at 10215-108 Street

For a detailed look at all of our campus locations, please see: Campus Map

NorQuest College is committed to providing a safe environment for students, staff, faculty, and visitors. Please review the Emergency Response Procedures, which include instructions for a variety of situations such as (i.e. evacuation, lockdown, and threats of violence).

Please note that all of our campuses are non-smoking and scent-free. No scented products are permitted in the classrooms, labs, or clinical settings.

Locker Rentals

There are a limited number of lockers on the Edmonton campus can be rented. Locker rentals are on a first-come/first-serve basis.

For more information, please see: Lockers

Parking

Click Parking Services for information about parking on and near campus.

MyQuest/MyMail

MyQuest is NorQuest's online student services centre.

Once you apply, you are issued your MyQuest username and password. You can access MyQuest anywhere there is internet. Regularly update the details on your MyQuest account, including your phone number and your home address. This will ensure that we can reach you and that your official documents are sent to the correct address.

For more information, please see: MyQuest

MyMail is the college e-mail used to communicate with you and is the official communication route for all student information. We encourage you to check MyMail daily. When communicating with the College:

- Include your name and student ID number in all your e-mails/voice messages to instructions and support team.
- Send all e-mails to the College using your MyMail email address (your @norquest.ca email).

For more information, please see: MyMail

Academic Schedule

The Academic Schedule provides important dates, schedules, closures, and deadline information for the college. Log into MyQuest to see precise dates for your classes.

Academic & Student Services

Centre for Growth and Harmony (Health and Wellness)	NorQuest College offers social work, counselling, and general health support for students. All services are professional, confidential, and at no cost to registered students.
Computer Commons	Computer Commons is responsible for assisting students who are having difficulties accessing the College Website, MyMail, MyQuest, Moodle, and more.
The Core (Bookstore)	You can purchase new and used books at The Core. Visit the website to learn more about the Core's buy-back program for sell back your used books.
Financial Aid	Connect with a Student Financial Advisor who specializes in helping students identify their eligibility for several different financial resources

	that will assist with educational and/or living costs while they are attending NorQuest College.
Indigenous Student Services	NorQuest College provides learners with a complete education that attempts to balance strong academic foundations with Indigenous culture.
International Student Services	The International Student Office offers a wide range of support programs and services committed to the unique need of our international students.
Learner Centre (Library)	NorQuest Library is dedicated to empowering students with strategies for finding, evaluating, and using research in their courses and in real life.
Office of the Registrar	The OR is responsible for admission, advising prospective students, updating student information, maintaining student records, posting grades on PeopleSoft, managing course fees, and managing transfer credits and requests. To access forms and documents, including transcripts, please see: Forms and Documents
OSJA (Office and Student Judicial Affairs)	The Office of Student Judicial Affairs coordinates the administration of Student Judicial Affairs Policy. The Office oversees student academic and non-academic conduct, grade appeals, student complaints, and provides a means for dispute resolution.
Reflection Room	NorQuest College is a vibrant, inclusive and diverse community that recognizes the spiritual and religious aspects of our learners and employees. We are committed to providing a neutral room that is

	accessible to members of all faiths within the College community.
SANQC (Student's Association)	All students are encouraged to get involved with your Students' Association. You can do this by running for a position on Students' Council to represent your fellow NorQuest students, getting involved in a student club or by signing up for SANQC's volunteer program to help out with a variety of fun and exciting activities.
Accessibility Services	NorQuest College offers a wide range of services to support students with disabilities. Support services including assistive technology, academic coaching, accommodated exams, sign language interpreters, and instructional assistants.
Student Advisors	Advisors are your go-to people for everything from general inquiries to specific questions about your personal situation. If you need help or assistance navigating college services, policies, or processes, you're advisor can point you in the right direction.
Tutorial and Academic Coaching Services	Tutors and Academic Coaches work with you to review course content, guide you with homework and assignments, and build academic skills, such as time management and test-taking.
The Intercultural Child & Family Centre	The Intercultural Child & Family Centre opened in October 2017. The child care centre offers safe and accessible services to NorQuest students, employees, and the community. A total of 64 spaces are available for children who are twelve months to five years of age.

Further contact information for College Services can be found here: [College Directory.](#)

ACCOMODATIONS FOR STUDENTS REGISTERED WITH ACCESIBILITY SERVICES

Students with disabilities can receive accommodations after registering with Accessibility Services. Please visit the Accessibility Guide here for more information about the services available for accommodated students at NorQuest.

Students are not required to disclose their disability to instructors. However, students are responsible for providing instructors with information about their individual accommodations. This includes classroom, exam, and WIL/placement accommodations.

- If you have exam accommodations set up by Accessibility Services, you will write your exams with Testing Services.

- Please note that accommodations may not be permitted for any skills during practical labs that are considered essential for the workplace.

For more information, please refer to:

- Accessibility Services

- Duty to Accommodate Students with Disabilities Policy

- Testing and Exam Accommodations

FHS ESSENTIAL INFORMATION

Technology Requirements for Success

NorQuest embeds technology throughout the learner experience. You will be required to use technology to complete online learning activities in order to be successful in your studies. This includes learning about different hardware and software used to complete your courses and/or hardware and software related to your field of study.

Some courses are designated as BYOD (Bring Your Own Device) where you will be required to bring a compatible device to class. ***Please note that certain devices (e.g. Chromebooks, MACs) are not currently supported and will require additional user skills and adaptions to use.*** Please refer to the technical requirements found on our BYOD website for complete information.

 Basic technology skills for success during your program are:

- file management skills (managing files and folders, searching/finding documents, naming a document, downloading/uploading files, taking screen shots/snipping)

- basic keyboarding skills (i.e. type 30+ wpm – Words Per Minute). You can check your current speed at this website (Typing.com)

- basic Windows skills (navigation, open/close software/windows, file management)

- access and utilize email (must check daily)

- access, create and upload videos

- internet search skills and the ability to access other sites as required by your program

- find photos online for assignments

- basic understanding of word processing and presentation software

- able to print, scan and/or take pictures

Some software and hardware that may be required for your program include:

Hardware

- A device that meets the basic standards listed on our BYOD website (Bring Your Own Device page)

- Peripheral devices such as a mouse, keyboard, camera and microphone

- A stable internet connection

Software

- Moodle (learning management system) including specific activities in Moodle (e.g. Assignments, Forums, Quizzes, VoiceThread, H5P, Blackboard Ultra, upload to Dropbox, follow instructions and links on assignments, understand icons and symbols)

- MyQuest (online registration system)

- MyMail (student email)

- Google Chrome (needed for Moodle) and other plugins as required

- MS Office 365 (Free for students and includes Word, Excel, PPT) and other sites online as required by your program

- Specific course or program-related software (your program area will provide the necessary information. Some software may have additional costs)

- Any additional software that may be required for students with accommodations. Please consult Accessibility Services for further information.

Additional training and resources can be found in [Online Learning Resources](#).

Transfer Credit

You 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: [Transfer Credit](#)

You must be admitted to your program prior to requesting transfer credit, and it is recommended that you submit your [Transfer Credit Form](#) Request at least one month prior to the start of term.

Prior Learning Assessment and Recognition

NorQuest College has a [Prior Learning Assessment and Recognition (PLAR) policy](#) that can help you earn college credits based on your current skills, competencies, knowledge, work, and experience if you are able to show that they relate to the learning outcomes of your courses. You can request an assessment once you are admitted or waitlisted. More information about the process can be found at: [Prior learning assessment and recognition](#)

Orientation

Please watch your @norquest.ca email for important details about your program orientation. Orientation provides you with an opportunity to get valuable information about your program, meet other students, and get your initial questions answered. It is critical to start your program equipped with the right information and tools for success.

Allergies

Students with allergies should be aware that labs, demonstrations, field trips, and other experiential learning opportunities contain many types of materials. Please be aware of your environment, ask for clarification as required, and inform the instructional team of any concerns.

Course Outlines

Course outline are provided for each course and contain valuable information about the learning outcomes, assessments, and expectations for that course. Please review the outline carefully and consult with your instructor if you have any questions. It is recommended to save your course outlines for future use when applying for transfer credits to another post-secondary institution.

University Transfer

Please note that certain courses are administered by the University Transfer department. These include but are not limited to English, Sociology, Psychology 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 instructional team.

Open Studies

Some courses are designated as "Open Studies" (O). These courses are available to students from other programs and Open Studies students. Students might choose to take Open Studies as a pathway to a credit program, for general interest, or as a visiting student.

For more information, please see: Open Studies

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/work-integrated learning) may be mandatory. If you have questions regarding mandatory attendance days, please speak with your instructor or review the course outline.

The course outline will specify the attendance policy in each course. Take the time to learn the expectations regarding attendance in each of your courses.

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. Reading Week, etc.)

- Please note that if your program has a practicum, practicum hours need to be completed as described in the course outline.

APA Format

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

The Learner Centre (Library) offers regular tutorials regarding APA.

For more information, please see: APA 7th edition

Late Assignments

Assignments are due on the date/time specified by your instructor/course outline. Assignments received after the scheduled due date/time will be penalized with a grade deduction per calendar day. Late assignments will not be accepted once the assignment set is marked and returned. Please refer to

the program-specific information section for late assignment policies and procedures.

Pass/fail assignments not submitted by the scheduled due date/time will receive an automatic fail on that assignment.

Exceptions to the late assignment policy may be granted only in cases of extenuating circumstances, and appropriate documentation (e.g. medical note) may be requested.

Vacations are not considered an acceptable reason to hand in an assignment after the due date. Exams or assignments in other courses due at a similar time do not qualify as extenuating circumstances.

Olson Centre for Health Simulation

As part of your learning, you may be participating in activities at the Olson Centre for Health Simulation. Read more about it here: Olson Centre.

PLANNING FOR YOUR SUCCESS

The following expectations may apply to courses, labs, and other learning environments in your program. The purpose of these expectations is to foster a sense of professionalism while performing your duties as a student, and prepare you for your success in the workplace.

Adaptability	- Adapt to new situations, people, procedures and ideas - Display a willingness to approach situations in different ways to achieve better outcomes
Appearance & Dress Code	- Comply with dress code, proactively discussing any concerns with instructor - Use proper hand and personal hygiene

Communication	• 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	• Demonstrate honesty, integrity, and accountability • Inform instructor of any issues (equipment, academic integrity, inappropriate conduct)
Personal Growth & Continued Competence	• Demonstrate reflective practice in both written and verbal forms • Actively engage in all activities • Implement actions to improve performance and skills based on feedback • Respond maturely and positively to suggestions and constructive criticism • Demonstrate self-confidence in course work, assessments, and other learning opportunities

Problem Solving & Critical Thinking	• 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	• Engage in teamwork as an active, cooperative participant
	• Offer creative and appropriate ideas to further the goals of the team
	• Report relevant 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	• Respect and follow attendance, punctuality, and absence notification

	requirements for courses and assessments
Work Habits	- Demonstrate preparedness for classes and 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 the classroom and assessments - Bring required materials and textbooks - Manage time effectively

Practical tips

Your program is a fast-paced, demanding program designed to prepare you to enter a similar workplace and our instructional team is eager to assist you. Here are some tips for success:

- **Attend Orientation**. This session will provide important information about your program and the College 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/or 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) are mandatory. Please treat your classroom as a workplace – let your instructor know if you cannot attend in advance and make a plan to complete missed

coursework. Vacations should be planned for scheduled College breaks such as term break.

- **Engage and participate**. There is a difference between merely attending class as opposed to actively participating in your learning experience. Ask questions, engage in discussions, and reflect on your learning experiences. It is always best to arrive to class on time and stay to the end of the class period. Leaving midway impacts your learning, and that of others, in negative ways.

- **Communicate with your instructional team**. If you are concerned about your success, or need additional resources, initiate contact with your instructional team by emailing, dropping in during online office hours, or making an appointment.

- **Utilize your Student Advisor**. If you need assistance navigating College services, please see your Student Advisor.

- **Stay informed**. Please check your NorQuest email daily, as this is the only email address that your instructional team and College employees will use to contact you. Check the student website at norquest.ca, check your MyQuest page for mark information, and frequently check your course page on Moodle. As well, you will receive regular general communications by email from the program area.

- **Make a plan for success**. Maintain an up-to-date calendar of due dates, and create a plan to study, review, and prepare for assignments. Ensure that you are balancing your studies with other aspects of your life to manage stress. If you need resources or assistance with time or stress management, seek out assistance from the Centre for Growth and Harmony. 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.

Respectful Learning Environments

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, you should read course materials before class and arrive with questions and ideas related to the topic to be taught.

Please respect your fellow students, faculty, and program staff. You will discuss many controversial subjects and you are free to disagree with views presented by your instructor and fellow students; however, you must do so respectfully.

As well, hands-on practice in labs and clinical settings requires students to be prepared to work with people of all cultures, religions, gender identities, sexual orientations, socio-economic status, and physical and mental disabilities. A NorQuest College, education is inclusive and our students are prepared to meet the needs of a diverse society.

Please 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.

EXAMINATIONS

Overview

Examinations are used to assess mastery of course outcomes in many courses. Each course outline specifies the examinations you will be required to write and the passing grade you need to meet course requirements.

Booking Exams

Many courses require students to write an exam(s) to demonstrate that they have met the course outcomes.

Although not all exams are proctored (supervised), many exams must be. You must write your exam using the process determined by your instructor. In-person classes will have a predetermined date, time, and location set by your instructor and will be shared with the class. For other exams, you may need to book a date/time to write your exam.

Exam bookings are available on a first come, first serve basis. You should book your exams as soon as possible in order to write on your preferred date/time. You are responsible for booking your exams well in advance (e.g. 1 month) of the exam due date and/or course end date. *Booking exams too close to the exam date may mean you are unable to write your exam, and may also result in additional costs to you.*

If you are unable to attend the exam, please refer to the section entitled "Rescheduled Exams and Exam Deferrals". You should try to cancel your exam booking as far in advance as possible. *You will also need to notify the proctor in order to avoid additional costs to you.*

Please review your course outline for specific details about your exam and check with your instructor (or on Moodle) if you have any questions about how and when your learning will be assessed.

Missed Examinations

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**. It is important you make this notification to avoid receiving an exam grade of zero. Please see the section "Rescheduled Exams and Exam 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. It is important you make this notification to avoid receiving an exam grade of zero.

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 start the exam, you will not be given any extra time to write.

Rescheduled Exams and Exam 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:

1. 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.

2. Submit a "Request for Deferral – Examination" form online and provide documentation (e.g. medical note) if required to support your request. You can access the form in Moodle.

3. The instructor, with the Program Chair's approval, will make a decision about your deferral.

4. Once a deferral is approved, you have two working days to work with your instructor to reschedule the exam. You may need to re-write the exam through Testing Services, which your instructor will help arrange. Deferred exams must be written within 5 days of the originally scheduled date. Program Chair approval is required for longer deferrals.

5. 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.

Writing Accommodated Exams

Instructions on how to book your exams and what to expect when writing exams with Testing Services can be found [here](#).

Release of Examination Marks

While each program may have specific guidelines regarding the release of examination marks, typically, your examination marks will be released within 10 business days of writing your exam.

Your instructor will advise you should there be a delay in the release of marks. Please contact your instructor about your exam results *only after* the marks have been released.

Individual exam results will be discussed with students *only after* all class exam marks are released.

Examination Review

You may request an exam review with your instructor within 5 business days of the exam marks being released. Exams may only be reviewed privately, between the instructor and the student, and outside of class time.

For exams written on paper in-class, you may request a meeting with your instructor to review the exam. The exam and all exam materials must remain with the instructor following the meeting; likewise, taking notes or pictures is prohibited. You may ask your instructor questions about the exam during the meeting.

For exams written online, you may request an exam review from your instructor that will consist of a discussion of overall performance. Exams will not be shared online, via screen-share, between instructor and students, in order to protect exam integrity. If it is possible to arrange a face-to-face meeting, online exams may be printed and reviewed as per the paper exam review procedure.

Each program may have further specific guidelines for exam review that may replace these guidelines. Please contact your program area for further information.

Exam-Writing Protocol

In addition to the following your program may have other policies and procedures with respect to exam writing. It is your responsibility to review and follow all rules and expectations. Please contact your instructor if you have questions about the rules and expectations.

Academic Honesty

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

- Communicating with other students or sharing answers in any way is prohibited.

- You are expected to understand the Academic Misconduct Policy.

Asking Your Instructor a Question During an Exam

- Asking questions is discouraged as your proctor may not be your instructor or a subject matter expert.

Technology Use During an Exam

- Opening additional windows and/or programs is not permitted unless specified in your exam instructions.

- Calculator use is not permitted unless specified in your exam instructions.

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

- If you lose connectivity during the exam, log back into the exam as soon as possible and alert your proctor as soon as possible.

- Online activity during exams may be monitored.

E-Proctored Exams

- You are expected to follow the [Student Guide - ProctorU](#)

  - Note: If you are in a HyFlex courses, this is an opt-in, pay-as-you-go service. [More information is available here](#)

Washroom Breaks

- It is highly recommended that you remain in the room until you complete the examination.

- If you must leave the room to go to the washroom, you must obtain permission from the proctor. All examination materials must be left in the exam location.

- Please check with your proctor prior to writing the exam, especially if an existing medical condition exists affecting the need for washroom breaks.

Materials at Your Exam Location

- You are allowed writing materials (pen, pencil, eraser) and other materials only as specified in the exam instructions (i.e. a calculator may be permitted).

- Make sure to leave personal items in an area designated by the proctor or preferably, do not bring any items to an exam other than your ID and other items specifically specified in the exam instructions such as a calculator.

- Clear/transparent water bottles will be permitted during exams unless location-specific restrictions apply.

- Special considerations need to be discussed with your instructor prior to the exam (i.e. snack for a diabetic student).

Be sure you understand and follow examination policies and procedures to avoid severe penalties with respect to your exam marks as well as an academic misconduct report.

ACADEMIC PROGRESS

Overview

- You must successfully obtain credit by achieving the minimum passing grade for each course.

- In order to progress from one semester to another, you must attain a minimum 2.0 (C) grade point average (GPA). You must also meet all course pre-requisites.

- If you receive a grade of F or WF you will be required to repeat the course.

How to Calculate GPA

For information on how to calculate your GPA, and/or how to qualify for Honours distinction, please see here: GPA

Learning Improvement Plans (LIP)

The Learning Improvement Plan (LIP) is a collaboration between the program's instructional team and the student to identify pathways to improve student achievement in certain areas. You will identify and document the areas requiring improvement and discuss with your instructional team strategies to support you.

This process is guided by the foundational principle of collaborative goal setting between student and evaluator if and when it is required.

There will be an established date and time for reassessment (if applicable) included in the LIP as well as clearly stated consequences that will arise if and when you do not meet the course outcomes.

Grade Appeals or Complaints

If you disagree with a program decision regarding grades or conduct, you have the right to appeal.

- Students who disagree with a grade are asked to first speak with the instructor. If not satisfied after meeting with the instructor, they will then discuss with the Program Chair or designate.

- Students who have concerns about their program experience may meet with the Program Chair or Associate Chair.

The appeal process for grades, academic misconduct, and non-academic misconduct are all handled by the Office of Student Judicial Affairs. Information about Academic Grade Appeals, as well as forms and procedures documents, can be found at the webpage above.

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

- The Office of Student Judicial Affairs at: OSJA@norquest.ca

- Student Advisor at student.advisor@norquest.ca

Information about appeals relating to admissions, transfer credit, enrolment and finances is provided by the Office of the Registrar.

Repeating a Course

If you are unsuccessful in a course you will be required to repeat all parts of the course. This includes all examinations, assignments, or lab assessments required for that course. In a second attempt of the course, you cannot re-use assignments from the first attempt.

Students who are required to repeat a course must pay the tuition for that course.

You may only enroll in other courses if you have met all of the pre/co-requisites.

Academic Probation

Academic Probation (AP) is a means of identifying students at risk in their program. A student who has failed a course or failed to maintain a GPA of 2.0 in a semester will be placed on AP.

You will be automatically put on Academic Probation under the following circumstances:

- You committed an act of academic dishonesty but are allowed to remain in the program as per the Academic Misconduct Procedure

- You fail two courses (receiving a mark of F or WF) while in the program

- Your GPA falls below 2.0 (64%) in any term

While on AP, you must maintain a 2.0 GPA in each of your courses. If you fail a course while on AP, you may not be able to continue in the program.

Removal of the AP indicator is determined by each program area. See the program-specific information section for details.

Note: There may be additional requirements that need to be met while on academic probation. These requirements will be outlined by the Chair, Associate Chair or designate in the program area. Students on academic probation may require Chair approval or a permission number in order to register for future courses.

Program Withdrawal

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

After the drop period has elapsed, you may withdraw from any credit course at any time prior to completion; however, academic and/or financial penalties may apply.

For general information, please see: Withdrawals

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

If a program initiates a program withdrawal due to Academic or Non-Academic reasons, you may request a meeting with the Program Chair or designate to discuss future options.

Re-admission following Program Withdrawal

Re-admission to a program after a program-initiated withdrawal is determined by the Program Chair or designate. In addition, you will need to re-apply and meet the current admission requirements for the program.

STUDENT RIGHTS & 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 for the benefit of the entire college community.

It is your responsibility to read and ensure you understand your program's and the College's rules regarding student conduct.

Code of Conduct

Please familiarize yourself with the college's Code of Conduct, which applies to all members of the college community.

You are expected to uphold a high standard of personal conduct during your time at NorQuest in preparation for your work in your chosen field.

For more information on the Code of Conduct, please see: Code of Conduct

Academic Misconduct

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.

All members of the NorQuest community must uphold these standards by ensuring that they inform themselves and others of the fundamental importance of these standards.

Academic misconduct occurs when an individual or group uses information dishonestly in order to improve their own academic standing. Common examples include, but are not limited to, plagiarism and cheating.

For more information, please see: [Academic Misconduct](#)

Non-Academic Misconduct

NorQuest College is committed to maintaining high standards of non-academic conduct and it is important all members of the NorQuest community to uphold these standards.

Non-academic misconduct may be defined broadly as any behaviour that:

- negatively affects the learning of others or the college's educational mission

- violates civil or criminal statutes

- threatens the safety or well-being of members of the NorQuest community

For more information, please see: [Non-Academic Misconduct](#).

STUDENT REPRESENTATION

Academic Council

The Academic Council is a group of students, faculty, and administrators who come together once a month to exchange information and viewpoints on academic affairs. Elected by the Students' Association, ten students represent their peers on this council. For more information please see: [Academic Council](#)

Program Advisory Committee (PAC)

Each program in the Faculty of Health Studies has an active Program Advisory Committee, made up of students, educators, practitioners, industry leaders, and alumni.

The purpose of this committee is to provide guidance to the program area to ensure the curriculum and its delivery is current and workforce relevant.

Students' Association

The NorQuest Students' Association advocates on behalf of students to the College, Government, Student Finance Board, and other organizations regarding issues that concern students. The Students' Association also organizes a variety of social and cultural events within the College. You are encouraged to become involved in the Student Association.

More information on events, services, and opportunities can be found at: SANQC.

EVALUATION & FEEDBACK

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 will have a number of opportunities to provide feedback on your time at NorQuest. This will primarily be done through surveys, but other formats may also be used.

Survey information is used by the College to continually assess and improve the program. Individual faculty members do not see the individual responses to the surveys. A summary of the results is compiled and provided to the Program Chair and to the instructor being surveyed.

Evaluation information is also collected for accreditation reporting purposes. This information is compiled with student names removed to ensure confidentiality.

APPLYING TO GRADUATE & ATTEND CONVOCATION

Once you complete all courses and other requirements of your program, you will have the opportunity to apply to graduate and attend convocation.

Convocation is a ceremony celebrating success of graduates from all programs. It takes place in May each year. Our instructional team looks forward to this event each year to recognize the hard work and success of our students.

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 the NorQuest College website for important information about applying to graduate and planning for convocation. Please see: Applying to Graduate.

WHAT'S NEXT?

Student Career and Employment Services

As you prepare for entering your chosen career, remember that our Work-Integrated Learning and Career Education Centre organizes a number of job fairs each year, and this is a valuable resource in preparing you for employment. Experts will review your resume, conduct mock job interviews

with you, and assist you with effective job search techniques. This service is available to you free of charge for up to six months after you graduate from your program.

For more information, please see: [Student Career and Employment Services.](#)

Continuing Your Education

Perhaps you see your credential 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, you will be able to access block transfer agreements that give credit for the entire program of study.

Please visit [Transfer Alberta](#) or consult the College Calendar 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.

Learn more at: [Alumni](#)

Stay in Touch!

Your instructional team have 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 or Associate 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 to speak about your experience in the program at a recruitment event or participate in a focus group.

SECTION TWO: PROGRAM-SPECIFIC INFORMATION

INTERDISCIPLINARY THERAPY ASSISTANT PROGRAM

Program Roles and Responsibilities

Students in the [Interdisciplinary Therapy Assistant (ITA)](#) Program will work with the following instructional team members:

Instructors

Instructors are responsible for:

- Distributing course outlines, schedules, materials, assignments, and exams
- Monitoring and recording student progress
- Grading student assignments and providing feedback to the student

The Chair

The Chair is responsible for:

- Working with students to outline their program plan
- Providing information if:
    - You want to change course registration
    - You have failed, withdrawn, or need to take a break from the program
    - You would like to transfer to another delivery option
- Approving final course grades

Administrative Support

The Business Operations team provides support to students, instructors, and Program Chairs. When other areas of the College advise you to contact with anther program area, this team can assist you. You can reach them through e-mailing using the program specific inbox listed in this handbook.

Business Operation team members work closely with program areas. Some of their responsibilities include:

- Responding to student inquiries

- Booking appointments to see the Program Chair

- Supporting organization of events, including orientation

- Issuing permission numbers granted by program areas

- Coordinating communication with students (sending newsletters, updates on behalf of the program, etc.)

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

Program Overview

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.

Program Outcomes

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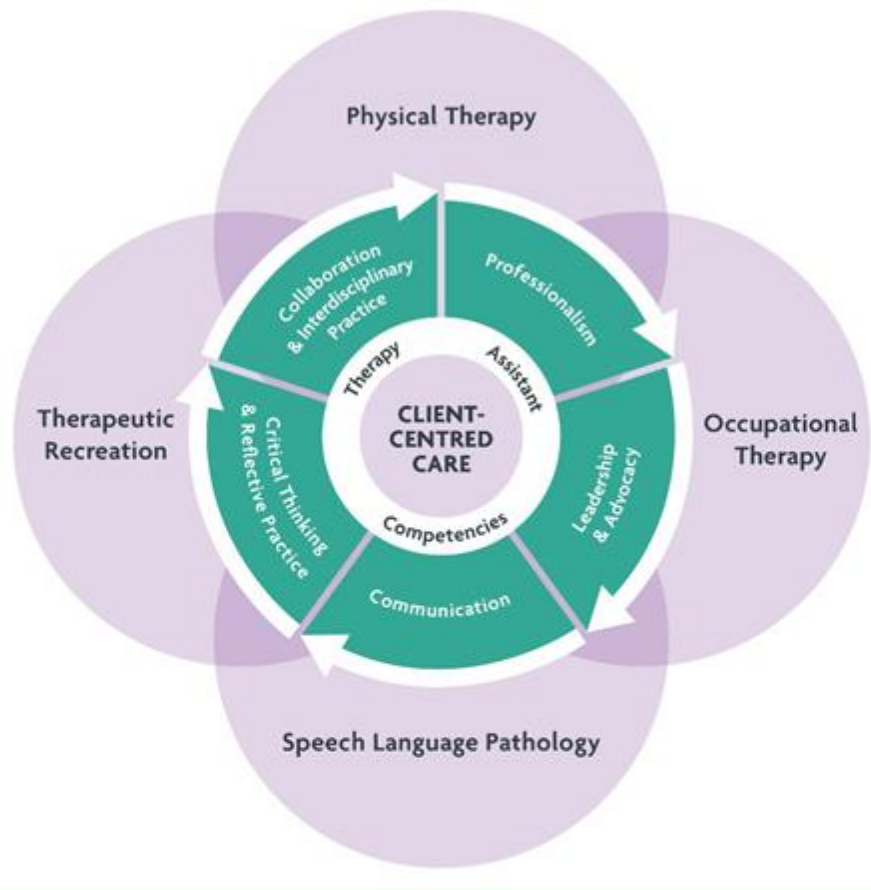
- The ITA program centers on the development of therapy assistant competencies, preparing learners to deliver **client-centered care**.

- 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

Full-time in person courses

The program is scheduled with on-campus classes and labs from September to June to have students complete the program full time over 2 years at the Edmonton downtown campus. It offers an intensive, fast-paced delivery. When selecting courses during the enrollment process, note that the theory section code A designate in person courses.

Online Courses

Online courses provide a flexible option for students to take some or all of the theory portion of the program part-time in their home communities over three to four years. All program-specific courses must be completed within five years of beginning the program. Students who are looking to complete most or all of the program online should be aware that:

- theory components are offered online anytime, with up to two online real-time sessions per course. Courses are facilitated by instructors via email, telephone, or videoconference. Assignments and exams must be completed by specific dates.

- lab components are offered in person at the Edmonton campus. You need to be on campus approximately five times for a total of 19-21 days over the course of your studies.

- When selecting courses during the enrollment process, note that the theory section code O designate online theory courses.

- Please continue to the course of study by term section for the full online stream course plan.

Alternate pace

You can consult with your program Chair, and/or student advisor to outline a plan to complete the program part time through your preferred course delivery mode (in person or online). Note that as this is a small program, therefore, courses are not offered every term, and very few courses are offered during the summer. **Deviating from the outlined 2-year in person term by term course plan will typically result in needing to extend the program by a full year.**

Program-Specific Information

Late Assignments

Assignments are due on the date/time specified by your instructor/course outline. Assignments received after the scheduled due date/time will be penalized **15%** per calendar day. Late assignments will not be accepted once the assignment set is marked and returned.

Academic Probation

While on Academic Probation, you must maintain a 2.0 GPA in each of their courses. If you fail a course while on AP, you may not be able to continue in the program. Removal of the AP indicator is determined by each program area. For ITA students, the conditions of removal of AP are outlined in the learner improvement plan (LIP).

Lab Requirements

Your instructional team will provide you with an orientation to lab requirements for your program. These may include expectations with respect to dress code, required materials to bring to the lab, strategies to prepare for lab experiences, and a Code of Conduct for the labs.

Hands-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. In the ITA program, attendance is mandatory for most labs. Expectations including dress code will vary depending on the course and the type of skills being performed.

Learning and following program lab requirements prepares students to succeed in labs and future practice.

Failing a Course and/or Practicum

Students who are unsuccessful in three courses, or unsuccessful twice in the same course, will not be allowed to continue in the program.

Open Studies students who fail program courses and later apply to the program may need to meet with the Program Chair or designate to plan their program completion.

Accreditation

The Occupational Therapist Assistant and Physiotherapist Assistant Education Accreditation Program (OTA & PTA EAP) is responsible for

accrediting OTA/PTA education programs. The Interdisciplinary Therapy Assistant Diploma Program at NorQuest College following the most recent Progress Report submission, has received notice from the OTA & PTA EAP that the program has been awarded Accreditation – Probationary status. Probationary status is awarded when deficiencies are identified with respect to compliance with some of the accreditation standards and criteria.

The Interdisciplinary Therapy Assistant Diploma Program will be working towards fixing these identified deficiencies, with the goal to be awarded Partial or Full Accreditation status. In the unlikely event that Interdisciplinary Therapy Assistant Diploma Program at NorQuest College is moved to non-accreditation status in the future, students in their graduating year who successfully complete the program within the original time frame scheduled for their graduation, will be considered as graduates of an accredited program. All other students enrolled in the program will not be considered graduates of an accredited program if the Interdisciplinary Therapy Assistant Diploma Program at NorQuest College moves to non-accreditation status before their graduation.

Details regarding accreditation decisions, including Accreditation – Probationary status can be found on the OTA & PTA EAP website (www.otapta.ca). Any questions can be directed to the Interdisciplinary Therapy Assistant Diploma Program at NorQuest College, Chair, Michele Vaillant.

Course of Study by Terms

Students should follow the plan corresponding to their stream to enroll in courses. Most program specific courses (e.g. THPR 1100) are offered once a year and while general courses (e.g. ENGL 2510) are offered year-round. These term by term outlines provides the best plan to complete the courses in the order that will best support your learning, and align with pre-requisite requirements. Deviations from this plan will delay your program completion.

Full time – In person stream

The program is 85 credits, completed over six terms of study.

Term 1-16 weeks			
Course Number	**Course Title**	**Hours**	**Credits**
ANPH 1000 (O)	Introduction to Anatomy and Physiology	45	3
COMM 1001 O)	Introduction to Communication	45	3
WELL 1000 (O)	Wellness Trough Leisure	45	3
ENGL 2510	Scientific and Technical Writing	45	3
THPR 1100	Therapeutic Mobility	45	3
RHAB 1001 (O)	Introduction to Rehabilitation	45	3

O = Open Studies Available

Term 2-16 weeks			
Course Number	**Course Title**	**Hours**	**Credits**
ANPH 1004	Functional Anatomy	45	3
PATH 1020	Pathophysiology for Rehabilitation	45	3
THPR 1101	Therapeutic Cardiopulmonary and Preventative Care	45	3
THPR 1102	Occupational Therapy Theories and Foundations of physical medicine for Assistants	45	3
THPR 1103	Therapeutic Modalities	45	3

COMM 2001	Communication and Collaboration in Health-Care	45	3
Term 3 – 8 weeks			
Course Number	**Course Title**	**Hours**	**Credits**
THPR1105	Therapeutic Exercise - Theory	45	3
THPR 1104	Therapeutic Range of Motion and Outcome Measures	45	3
PPRT 2003	OTA/PTA Practicum I	120	3
Term 4 – 16 weeks			
Course Number	**Course Title**	**Hours**	**Credits**
DEMC 1011 (O)	Dementia Studies	45	3
TRDC 1010	Therapeutic Recreation: Intervention Programming Theory	60	4
TRDC 1020	Therapeutic Recreation: Intervention Lab	30	2
PPRT 2004	OTA/PTA Practicum II	200	5
PPRT 2005	Recreation Therapy Assistant practicum	160	4

O = Open Studies Available

Term 5 – 16 weeks			
Course Number	**Course Title**	**Hours**	**Credits**
THPR 2027	Occupational Therapy foundations of Mental Health and Cognition for Assistants	45	2
MHAD 1007	Mental Health First Aid	15	1

Course Number	Course Title	Hours	Credits
THPR 2100	Introduction to Speech and Communication Disorders	45	3
THPR 2101	Introduction to Language and Swallowing Disorders	45	3
THPR 2032	Professional practice for therapy assistants	15	1
THPR 2033	Integrated Care Across the Lifespan	45	3
Term 6 – 10 weeks			
Course Number	**Course Title**	**Hours**	**Credits**
PPRT 2006	Speech-Language Pathology Assistant Practicum	160	4
PPRT 2007	OTA/PTA Practicum III	200	5

Part-Time Online Stream

2023-2024 & 2022-2025

	Fall September-December	Winter January-April	Spring May-June
First Year	ENGL 2510 COMM1001 RHAB1001	ANPH 1000 THPR1100 (lab) COMM2001 (lab) WELL 1000	ANPH 1004 MHAD 1007 DEMC 1011
Second Year	THPR 1101 (lab) THPR 1102 (lab) THPR 1103 (lab) PATH1020	TRDC1010 TRDC 1020 (lab) THPR 1105 (lab)	PPRT 2003 THPR 1104 (lab) THPR 2033

Third Year	PPRT 2005	THPR 2032	PPRT 2007
	THPR 2027	THPR 2100 (lab)	
	PPRT 2004	THPR 2101 (lab)	
		PPRT 2006	

2021-2024

	Fall September–December	Winter January–April	Spring May–June
First Year	ENGL 2510 COMM 1001 RHAB 1001	ANPH 1000 WELL 1000 THPR 1100 THPR 1101	ANPH 1004 MHAD 1007 DEMC 1011
Second Year	PATH 1020 COMM 2001 THPR 1102 (lab) THPR 1103 (lab)	TRDC 1010 TRDC 1020 (lab) THPR 1105 (lab) XHLT 1070 (lab)	PPRT 2003 THPR 1104 (lab) **THPR 2033
Third Year	PPRT 2005 THPR 2027 PPRT 2004	THPR 2032 THPR 2100 (lab) THPR 2101 (lab) XHLT 1070 – recertification PPRT 2006	PPRT 2007

**In light of recent online stream changes, students may need to reach out to obtain a permission number to enroll in some courses. When requesting a permission number, include the course code, section, and dates as well as your name and student number.

Program Completion

Students must attain a pass grade in each course to progress through the program. Students must pass all courses to qualify for graduation. A minimum grade point average (GPA) of 2.0 is required to be considered in good academic standing and graduate with a program name certificate/diploma.

WORK-INTEGRATED LEARNING (WIL)/PRACTICUM

Overview

Work-Integrated Learning (WIL) involves work experience under the supervision of an experienced registered or licensed professional or qualified preceptor/supervisor/instructor in any discipline that requires practice-based work experience for professional licensure or certification or for program completion. WIL experiences are generally unpaid and the work is done in a supervised setting. WIL is also sometimes referred to as practicums or placements.

The WIL component of the program is vital to your overall learning experience. The experience allows for hands-on practice in your chosen discipline and provides opportunities for self-reflection. A successful WIL experience includes a strong partnership between the student, the College, and the WIL site.

Each student is supervised by a preceptor/supervisor or instructor at the site, who will provide informal and formal feedback and a NorQuest instructor/college representative who monitors the student progress.

WIL Experience Outcomes

Upon successful completion of the WIL Experience students will be able to:

- Demonstrate the program outcomes listed above.

- Demonstrate critical thinking through innovative application of theory, reflective practice, and decision-making.

- Recognize expectations, workplace culture, and professional accountability while experiencing and participating in diverse workplaces.

- Reflect on future goals in relation to personal values, educational interests, and previous experience in order to develop social responsibility.

- Develop and practice competencies in professional communication, collaboration, and conflict management.

- Build confidence and workforce readiness by identifying and utilizing transferable skills.

Requirements for WIL Participation

In order to participate in a WIL experience you must successfully pass all prerequisite courses and obtain the required grade, and complete all To-Do List items as listed on MyQuest. For detailed information about each program's To-Do-List, please see: Work, practicum, and clinical requirements. More details are also included below about specific program requirements.

Police Information Check

This program requires that you submit a clear Police Information Check (PIC) prior to attending WIL. All fees required to obtain a Police Information Check are your responsibility. For more information, please see: Police Information Check.

After you submit your Police Information Check, you must report any changes (e.g. criminal convictions or charges) to your program area immediately. Any change to your PIC may affect your ability to attend your WIL experience. See this webpage for more information about the process to support learners with an unclear PIC.

Additional WIL Requirements for International Students

International students are required to have a Co-op Work Permit in order to participate in their WIL experience in the community. Students are responsible for ensuring that they have a valid Co-op Work Permit prior to the WIL experience start date. This permit must be valid for the duration of the WIL experience. Further information is available from [NorQuest International](#).

The Process

Potential WIL sites are contacted and coordinated by the College.

You will be provided with detailed information, including an orientation as you prepare for your WIL experience.

The steps are as follows:

1. Complete the [To-Do-List items](#) and submit all required documentation by the due dates:

   - Clear Police Information check (with vulnerable sector check)

   - BLS certification

   - N95 Mask Fit Testing

   - Immunizations as outlined by the program and the affiliation agreement

   - It's Your Move certification (or Be Lite) (Proper body biomechanics certification)

   - Confidentiality training (AHS & Covenant)

   - Connect Care or other training required for their role

Students must bring copies or originals of these items with them to the site in case they are asked to provide them.

If due to religious or medical reasons students are unable to obtain immunizations or N95 mask fit testing please be aware that under certain circumstances, students may not be allowed to attend the WIL experience, or completion of WIL experience can be delayed.

2. Complete a WIL/Practicum Qualtrics Information Survey to indicate your preferences for placement. **Please note**: **there is no guarantee for specific sites or locations.** Please reach out to your instructor/program if you are not sure where to find the Qualtrics Survey.

3. You will be notified of the WIL site that you have been assigned to once the arrangements have been finalized. Approximately 6 weeks before the first day of placement.

4. Read all information found in this handbook and/or the Moodle WIL/practicum course including the course outline, prior to starting the WIL experience. Review Moodle information regularly throughout as per program requirements.

5. Continue to check MyMail regularly.

6. Complete an information release form as required by the college to allow information to be released by College staff to facilitate the WIL experience. The HSPNet consent form must be completed and submitted to HealthToDoList@norquest.ca.

7. Attend all WIL meetings as requested, including the practicum information meeting and pre-practicum orientations.

8. Demonstrate professional expectations as outlined by the regulatory/professional body in the designated field of study.

9. Display appropriate professional behaviour during the WIL experience, including good attendance, punctuality, appropriate attire and grooming. Except where required by the preceptor, use of personal cell phones during placement hours is strictly prohibited, as is use of

worksite computers or other office equipment for anything other than assigned duties (i.e. social media, internet sites, apps).

10. Immediately inform NorQuest College staff of any accidents, incidents/injuries, sudden illness, or unusual occurrence according to the requirements of the college/program. See the WIL Health and Safety section for more information.

11. Sign a confidentiality agreement as per program requirements. Complete the online Alberta Health Services Information and Privacy Training module and complete the form at the end of the course. The completed form is emailed to HealthToDoList@norquest.ca.

12. Attend the provided WIL site; regardless of location, student is responsible for transportation and associated cost.

13. Participate in evaluative WIL surveys if requested.

14. Track hours, follow the attendance policy, and complete evaluation forms and any required assignments during your WIL experience according to stated deadlines.

Practicums

In the ITA program, you complete five practicum courses:

Code	Title	Hours	Structure	Term
PPRT 2003	OTA/PTA Practicum I	120	8 weeks part-time	In person and Online streams: Spring (May-June)
PPRT 2004	OTA/PTA Practicum II	200	5 weeks full time	In person and Online streams: Fall (half of students will go in Oct-Nov, and the other half in Nov-Dec)

PPRT 2005	Recreation Therapy Assistant practicum	160	4 weeks full time	In person: Fall (half of students will go in Oct-Nov, and the other half in Nov-Dec) Online stream: Fall (Sept)
PPRT 2006	Speech-Language Pathology Assistant practicum	160	4 weeks full time	In person: Spring (half of students will go in May, and the other half in June) Online stream: winter term April-May
PPRT 2007	OTA/PTA Practicum III	200	5 weeks full time	In person and Online streams: Spring (half of students will go in May, and the other half in June)

OTA/PTA 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 NorQuest College to ensure that students experience varied clinical settings, and meet or exceed the minimum OTA/PTA hour's requirements.

Student may be required to travel outside of their community to complete some of the practicums (supervised clinical placements). Practicum schedules follow the clinical site and preceptor's schedule and may include day, evening, or weekends.

REQUIREMENTS TO PASS WIL

All students must complete the following in order to successfully pass their WIL experience.

1. Submit/Complete a signed final evaluation that meets program requirements.

2. Complete the required WIL experience hours as per program requirements. Hours must be verified by the preceptor.

3. Complete the learning activities as outlined in course outline/Moodle.

   a. **SMART Goals for Practicum:** The student is responsible for developing goals for the practicum experience that are SMART: specific, measurable, attainable, realistic, and time-oriented. The student must submit these goals to their NorQuest Instructor in Moodle one week prior to the placement start date for review. The student will share and enhance these goals with their preceptor in the first week of practicum and adjust them based on the role of the student at that site.

   b. **Preceptor Letter & Resume:** Two weeks prior to the start of the placement, the student is responsible for contacting their preceptor (or designate) in order to confirm the placement, introduce themselves, provide a resume and request additional information regarding hours, dress code, and any preparation required.

   c. **Skills Checklist:** Throughout the practicum, students will complete a checklist of all the skills performed on practicum. At the end of the practicum, the student will complete this checklist in Moodle. The skills checklist allows the student to identify their exposure to each skill (observed, practiced, independent).

WIL Hours

Hours will be assigned according to the policy for each site, in addition to College and Employment Standards. The student will work the same shifts as the preceptor but may be supervised by another person in that role. Students may be required to work weekends, evenings, nights, holidays, or a combination of shifts. Note that statutory holidays do not need to be made up and will be factored into the hour requirements. The site may be responsible for choosing one or more WIL preceptor(s).

When calculating hours, do not deduct time for breaks or lunch. For example, working 0700-1900 would be a 12-hour shift and recorded as such. Round time to the nearest 15 minutes.

Students will complete 5 WIL experiences (practicums) with the following number of hours:

1. **PPRT 2003:** This first practicum is integrated into the student's 3rd term in the in-person stream of the program, and 6ᵗʰ term for online. Students will go to their practicum sites two days a week for 8 weeks, accumulating a minimum of **120 hours** of work experience in an OTA/PTA setting. Additional day(s) or evenings may be needed to align with the site's schedule.

2. **PPRT 2004:** The second OTA/PTA practicum allows students to apply their academic knowledge and skills in a full-time clinical setting. Students are required to work full time for 5 weeks, accumulating a minimum of **200 hours** of work experience. By the end of the practicum, students should be approaching independence in basic entry level OTA/PTA skills.

3. **PPRT 2005:** This is a four-week, full time practicum where students will complete a minimum of **150 hours** under the supervision of a Recreation Therapist and/or a Recreation Therapy Assistant. During this practicum, students will be introduced to a therapeutic recreation and the role of recreation therapy assistant. Students will have opportunities to apply the concept of leisure & wellness in a practical setting through the planning, implementation, and evaluation of recreation and leisure programs. Students will be expected to demonstrate professionalism and team communication and collaboration while providing recreation and leisure services to clients.

4. **PPRT 2006:** This is a four-week, full-time practicum where students will accumulate a minimum of **120 hours** under the supervision of a speech-language pathologist and/or speech-language pathology assistant. Students will have opportunities to apply basic assistant level skills in speech, language, communication and/or dysphagia management. Students may be expected to integrate their physical therapy and occupational therapy skills with their essential assistant-level skills in speech-language pathology to provide interdisciplinary client care.

5. **PPRT 2007:** This is the last OTA/PTA practicum in the program. Students will work for 5 weeks under the supervision of their preceptor, accumulating a minimum of **200 hours**. By the end of this placement,

students are expected to be functioning at entry level and be able to manage a full caseload with support from preceptor for complex cases. Students must also have accrued the minimum discipline specific hours which is 150 PTA hours and 150 OTA hours by the end of this practicum.

The maximum number of hours in a work week should be between 40-45 unless otherwise approved by the Practicum Instructor. Examples of exceptions include, and are not restricted to, the student getting an opportunity to work the weekend, or work a special event in the evening. However, to balance out the hours, the student should work a shorter week afterwards. The student will work the same shifts as the assigned preceptor(s). All hours in which the student engages in TA activities as assigned by their preceptor, either directly or via a supervising TA who is acting as the student's preceptor during the placement are counted.

The student will be given an hour log on which they must enter the hours worked and have the log initialled by the preceptor at the end of each week. At the end of the practicum the log must be submitted by the student in Moodle. The student will also report their hours on a weekly basis as part of the Moodle learning activities. Hours involving tasks assigned by other disciplines will also be tracked and reported in the log sheet.

For the combined OTA/PTA practicums, students should indicate the number of hours engaged in activities assigned by an OT and those assigned by a PT. Splitting OTA and PTA hours can also be based on the ratio agreed upon by the site (e.g. 40%: OTA and 60% OTA). Break time should be split between the disciplines using a similar ratio. Although one specific therapist will be assigned as preceptor, we strongly encourage interdisciplinary experiences in all of the practicums. Hours must be tracked and counted based on the discipline of the therapist assigning the task. At the start of the practicum, the program may provide a minimum hour requirement to be assigned by the lead preceptor based on other practicums completed.

WIL Assignments and Evaluations

All WIL assignments should be submitted in Moodle by the deadline indicated. Failure to do so may result in a grade of zero.

It is the **student's responsibility** to submit the final evaluation (and hour log) by the deadline indicated by the program. Students will submit the

documentation as per the program instructions. See instructions on Moodle and in the course outline. Failure to submit the required documents on time may cause the student to fail the WIL experience, regardless of the final evaluation results and hour log total.

Please ensure all pages in the WIL experience Final Evaluation are filled in completely and initialled where indicated. The final page must be signed and dated by both the student and the preceptor to be valid.

The hour log must also be signed and dated by both the preceptor(s) and the student to be valid.

Scanned copies of the documents are accepted. Multiple individual files, or pictures will not be accepted. Please ensure all pages are complete and visible in the scan.

WIL Evaluation

The WIL Evaluation provides feedback to the student regarding their performance throughout a WIL experience and helps College staff assess the student's overall competency in the course. WIL site feedback is solicited for the purpose of obtaining information that the student can use in future WIL experiences or other self-development opportunities.

Formal Student Evaluation

NorQuest's ITA program uses the Canadian OTA and/or PTA Student Fieldwork Evaluation Form to evaluate the student's performance on the OTA/PTA practicums. This evaluation form has been adapted and will be used for the Speech Language Pathology Practicum, and a similar form, is also used for the Therapeutic recreation practicum. These evaluations are competency-based. Competencies describe the general abilities required to accomplish the main tasks, functions and/or roles of a TA. They focus on the skills, knowledge and attitudes required to deliver optimal client-centered care in a safe, ethical and effective manner. For each competency, there are examples of performance indicators to help guide the preceptor's evaluation. There may be other performance indicators specific to the preceptor's clinical setting that will be considered in the rating. This evaluation is a global rating of the student's performance rather than a checklist of therapeutic skills.

When to Complete

The WIL evaluation will be completed by the midpoint and the end of the WIL experience. The purpose of the midpoint evaluation is to ensure that the applicable skills are being covered and that any areas in need of further development are identified. A final evaluation is completed at the end of the practicum experience.

Who Completes the Evaluation

The preceptor that supervised the student for the most hours should complete the midpoint and final evaluation. All evaluators must initial and sign the evaluation where indicated. It is recommended that the evaluation is discussed and completed with the student. The student is also to complete their own self-evaluation for midpoint and final prior to the meeting with the preceptor, these self-evaluations should be used to guide discussions with preceptors. The student is responsible for submitting the midpoint and final evaluations (self-evaluation and preceptor evaluation) to their instructor in Moodle. If a therapy assistant was the main preceptor, the lead therapist must also sign off on the evaluation.

What information should be provided

The preceptor/supervisor/instructor will evaluate the student's <u>overall</u> performance against specific performance objectives using the following rating scale:

4	The student is able to perform this task competently or demonstrates this behaviour consistently; the student is able to work independently.
3	The student meets expectations in this area, but requires more experience and/or confidence. The student sometimes requires assistance or direction, but commonly shows skill in this area.
2	The student consistently performs below expectations in this area and/or requires significant support to complete the task or demonstrate the behaviour. The student requires further training and/or experience to be competent in this area.
1	The student has not learned or attempted to learn the skills required for this task or behaviour. The student requires significant further training/experience and is <u>*not*</u> workplace-ready in this area.

n/a	This task or behaviour does not apply to this area.

Specific examples should be provided if a performance objective is rated at a performance objective is not met or requires more experience. If there are any concerns regarding the student's skills or progress, the preceptor should notify the site supervisor and designated NorQuest staff as soon as possible. Try not to let a single incident (be it positive or negative) bias/influence your overall assessment of the student's performance.

By the end of the OTA/PTA Practicum I & II, the RTA practicum, or the SLPA practicum, students are expected to achieve primarily 3's and 4's on the Fieldwork Evaluation Form. Preceptors can indicate a grade of 5 if the student has performed at entry level for any particular category on that practicum.

Upon completion of the OTA/PTA Practicum III, students should achieve a sufficient level of competency to be prepared for entry to practice in this type of setting; student should achieve primarily 4's and 5's on the Fieldwork Evaluation Form.

WIL Site Visits

Designated NorQuest staff may visit sites during the WIL experience to support student success and to ensure the relationship continues to be mutually beneficial. Site visits ensure the student performance is satisfactory and sites are able to meet the program outcomes. Site visits may be conducted in person or via telephone.

Students are encouraged to report any health and safety concerns they have about their site to their NorQuest instructor or Program Chair as soon as possible. See the Program Team chart at the front of this handbook for contact information.

WIL Performance Concerns

If there are any performance concerns with a student, these should be identified by the preceptor and discussed with the student and NorQuest staff as soon as possible. Whenever possible, students should be given an opportunity to improve their performance through detailed action plans.

If needed, a site meeting may be conducted between designated NorQuest staff and the preceptor for the WIL experience to discuss any next steps, required supports, and timelines. Students may be asked to sign a learning improvement plan.

At any time, please contact designated NorQuest staff (listed in the front of the handbook) should you have any questions or concerns.

The site should contact Norquest College if the student:

- is absent without notification or is consistently late.

- disobeys or ignores site rules or policies.

- has a problem that is interfering with WIL performance.

- is not considered to be an appropriate WIL participant.

A site may request the immediate removal of a student from the WIL experience site upon notice to NorQuest College. The student is not to contact the site should this situation occur.

ATTENDANCE DURING WIL

All scheduled work experience days/practicum are compulsory. Student absence may jeopardize meeting WIL hour requirements and being able to demonstrate competencies. If a student does miss time at a WIL site, there may be non-academic penalties as stipulated by the program area up to and including withdrawal from the WIL experience. Students who miss time from their WIL experience may be required to meet with the Chair or Associate Chair prior to continuing.

Depending on specific program requirements, students may be required to make up/reschedule the time missed. However, students cannot work more than what the site allows within Labour Standards and students cannot work without supervision.

In some circumstances students may also be required to provide a medical documentation to support their absence.

Reporting an Absence during WIL

If you will be absent from a scheduled work experience day, you are required to notify your perceptor by phone or email (depending on the agreed upon method) at least 1 hour prior to the start of your shift.

You must also share the following information with **BOTH the WIL site and NorQuest program**:

- Student Name
- Student ID
- Program/Course
- Facility/Unit
- Instructor/Preceptor/Supervisor's Name

Students will email or phone their practicum Instructor to report absences to NorQuest College.

Students should use the process and the contact information provided by the WIL site to report absences to the site.

Successful completion of the WIL experience

In order to be successful in the WIL experience:

1. Students must consistently demonstrate the competencies and the knowledge identified in the evaluation.
2. Students must successfully complete the required assignments.
3. Students must complete the required hours.

Students will receive a Pass/Fail grade for their WIL experience. Final grades are assigned by NorQuest staff and not the site.

The NorQuest Practicum Instructor considers the following factors when determining if the student successfully completes the practicum (including but not limited to):

- Overall performance deemed satisfactory by preceptor on final evaluation of clinical competencies

- o By the end of the OTA/PTA Practicum I, and OTA/PTA Practicum II, students are expected to achieve primarily 3's and 4's on the Fieldwork Evaluation Form. Preceptors can indicate a grade of 5 if the student has performed at entry level for any particular category on that practicum.

- o Upon completion of the OTA/PTA Practicum III, students should achieve a sufficient level of competency to be prepared for entry to practice in this type of setting; student should achieve primarily 4's and 5's on the Fieldwork Evaluation Form

- Completion of practicum assignments by deadlines as outlined in practicum course outlines

- Absence of concerning/unprofessional behavior

- Absence of safety concerns

WIL HEALTH AND SAFETY

NorQuest strives to provide safe WIL opportunities for students. Sites participating in WIL experiences must meet safety standards and have adequate supervision as well as policies related to health and safety.

Should there be an incident that requires emergency care, call 911.

If a student is injured during their shift, both the student and the site are required to immediately inform the NorQuest College practicum instructor.

WCB Coverage (NorQuest Alberta Students)

NorQuest College is responsible under the Worker's Compensation Act for determining a students' WCB eligibility prior to the WIL experience and for informing the student if eligibility is not available.

There is no cost for sites participating in the WIL experience. NorQuest students are considered workers of the Government of Alberta and are covered through the Workers' Compensation Board-Alberta while in class and while placed with Alberta employers for a WIL experience. A student coverage fact sheet can be found here on the WCB-Alberta website.

WCB Coverage (NorQuest Out of Province Students)

NorQuest College may purchase other student accident/injury coverage for students who do not qualify for Alberta WCB student coverage. Students that are not eligible for WCB Alberta coverage may need to make alternate arrangements (added to the students' To-Do-List). **A WIL experience may not proceed until WCB eligibility is determined**.

What to do in case of an injury or other medical situation

NorQuest College is responsible under the Worker's Compensation Act for reporting a student injury/incident and must provide students with information regarding the reporting requirements if an injury/incident should occur. This applies to all students, full-time and part-time, credit and non-credit, who are registered and/or attending post-secondary studies in Alberta.

The Incident/Injury reporting process is as follows:

1. Immediately seek medical attention to get the aid you require.
2. Report the incident/injury to your preceptor/supervisor/ instructor and program area as soon as possible, and/or call the emergency/after-hours phone: 780-419-4607.
3. Student must complete the Worker's Compensation Board (WCB) – [Alberta Worker Report of Injury Form](#) and submit to program area within 24 hours. NorQuest staff will complete the Employer Report of Injury Form and submit both forms to WCB within 48 hours.

Assistance for completing the Worker Report of Injury form is available from the Centre for Growth & Harmony at NorQuest College, by calling 780.644.6155 or contacting wellness@NorQuest.ca.

In addition to following NorQuest process for injury list above, students should check with their preceptor/supervisor/instructor regarding any other site requirements for injury reporting (e.g. needle stick injury or twisted ankle).

What to do in the event of an emergency (Fire, etc.)

During the first day of your WIL experience, students should be informed with regards to emergency procedures for the facility and what actions to take.

Mental Health & Support

Student health and wellness is very important during practicum. Students are encouraged to contact the Centre for Growth and Harmony at wellness@norquest.ca if they require support or resources relating to mental health needs or previously defined accommodations.

Resources are also available at: Centre for Growth and Harmony

Fitness to Practice

In order to participate in the WIL experience, students are expected to meet bona fide occupational requirements. Students who are unable to meet the occupational requirements may be removed from the WIL experience and asked to provide proof of fitness to practice or other documentation from a physician or other licensed professional.

For more information about occupational requirements please contact the program area.

WIL LIMITATIONS AND DISCLAIMER

Please note the following:

1. Due to circumstances beyond our control, **NorQuest College cannot guarantee students a WIL experience**.

2. Every effort is made to place students within their requested area, but **students may be placed in other areas, depending on the availability of sites. Students may be required to travel up to 100km or relocate for their WIL experience.** Students are responsible for these associated costs.

3. Students will work the same hours as the supervising preceptor/supervisor/instructor and this **may include day, early morning, evening, nights, weekend, split shifts and holidays. Shifts will vary in length.**

4. Students must ensure that they have adequate transportation and childcare for the duration of the WIL experience. Students are responsible for these costs.

5. Students are **not to contact** potential WIL sites, as these **must** be arranged by the College.

6. Students must complete To-Do-List items by the deadline indicated by the program. Students who do not complete the To-Do-List items by the deadline may not attend the WIL experience. Students are responsible for associated fees in obtaining To-Do-List items.

7. If students are unsuccessful in any course twice, including the WIL experience, the student will be withdrawn from the program and/or will face academic penalties as per academic and program policies.

8. Students with an unclear Police Information Check are at risk of **NOT** being able proceed with the following:

   o acceptance for a WIL experience

   o completing the program

   o finding employment

   o registering with their professional regulatory body

9. International students must have a valid Co-op Work Permit to participate in a WIL experience outside of NorQuest College property.

10. Students must have permission from the program area to complete their WIL experience at their place of work.

11. In rare circumstances, students **may** receive permission from the program area to complete their WIL experience at the same location where a relative works.

12. Students under the age of 18 may not be able to be placed in a WIL experience due to the requirements and regulations and the ability to obtain a Police Information Check.

13. A WIL experience is generally unpaid.

14. College and program policies will apply throughout the WIL experience. The student is also governed by the policies of the site during the time the student is engaged in the WIL experience.

QUESTIONS?

Please feel free to contact any of your instructors, the Chair, or other College staff listed in the Program Team chart at the beginning of this handbook for help with any question or need you have.

Have a great term!