UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: April 17, 2025

SUBJECT: **Master of Occupational Therapy**

MOTIONS: *It is recommended by the Academic Programs Committee that Council approve the Master of Occupational Therapy program effective May 2026.*

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing a Master of Occupational Therapy program, offered through the School of Rehabilitation Science. This program addresses the urgent need to train Occupational Therapy students in Saskatchewan. The program was designed to enhance positive student outcomes by aligning with the five learning pursuits of the USask Learning charter. It also supports Saskatchewan's Growth Plan, which aims to retain graduates in Saskatchewan for their professional practice. The demand for Occupational Therapy practitioners in Saskatchewan is evident as demonstrated by the financial support of this program from the Ministry of Advanced Education, continued advocacy from the accrediting body, and the interprovincial agreement with the University of Alberta.

CONSULTATION:

The Graduate Programs Committee in CGPS reviewed the proposal at its February 12, 2025, meeting. The Graduate Programs Committee was impressed by the detail in the proposal and met with proponents to discuss how components of the program could be more clearly highlighted, including a rationale for higher than minimum English Language Proficiency requirements for admission and the student lifecycle through the program.

The College of Graduate and Postdoctoral Studies and the School of Rehabilitation Sciences brought forward the proposal to the Academic Programs Committee of Council (APC) on March 5, 2025, and March 26, 2025. Members had the opportunity to review the proposal in detail, ask questions and participated in a thorough discussion on this program. APC members were provided with satisfactory answers to all questions. Given that quorum was not reached at the March 26th APC meeting, an electronic vote was held March 27-31, 2025, where APC voted in favour of this new program.

ATTACHMENTS:

1. Master of Occupational Therapy

Occupational Therapy Program Proposal

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UNIVERSITY OF SASKATCHEWAN
College of Graduate
and Postdoctoral Studies
GRAD.USASK.CA

M E M O R A N D U M

To: Academic Programs Committee of Council

From: **Graduate Programs Committee, CGPS**

Date: February 26, 2025

Re: Master of Occupational Therapy

The College of Graduate and Postdoctoral Studies is recommending approval of a Master of Occupational Therapy (MOT) program, offered through the School of Rehabilitation Science (SRS). This program addresses the urgent need to train Saskatchewan-based students at USask, rather than the current situation where students must travel outside the province to pursue Occupational Therapy programs. This program was designed to enhance positive student outcomes by aligning with the five learning pursuits of the USask Learning charter. It also supports Saskatchewan's Growth Plan, which aims to retain graduates with the likelihood that graduates will stay in Saskatchewan for their professional practice. The demand for Occupational Therapy practitioners in in Saskatchewan is evident as demonstrated by the financial support of this program from the Ministry of Advanced Education, continued advocacy from the accrediting body, and the interprovincial agreement with the University of Alberta.

The MOT is being developed concurrently with the Master of Speech-Language Pathology program and will be harmonized with the existing Master of Physical Therapy program in SRS. This harmonization includes higher than minimum English Language Proficiency requirements for admission and a residency requirement, which will require applicants to have established residency in the Saskatchewan, the Yukon, or the Northwest or Nunavut Territories. Curriculum for the MOT program will be developed following USask approval of the proposal, with implementation expected for the 2025-26 University Catalogue Addendum and the first student intake in Fall 2026. The MOT program will accept 40 students per year.

The Graduate Programs Committee reviewed the Master of Occupational Therapy program proposal at its meeting on February 12, 2025. The committee was impressed by the detail in the proposal and met with proponents to discuss how components of the program could be clearly highlighted it the proposal, including rational for higher than minimum English Language Proficiency requirements for admission and the student lifecycle through the program. The proponents added rationale and made minor editorial revisions, which were cleared by the committee chair following the approval of the proposal. The proposal was approved with the following motion:

Motion: To recommend approval to the Academic Programs Committee of Council of the new Master of Occupational Therapy program, offered through the School of Rehabilitation Science, conditional on the minor revisions noted**. McIntyre/Amarualik-Yaremko – CARRIED unanimously**

Attached please find the proposal for the Master of Occupational Therapy program.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.

School of Rehabilitation Science
New Program Proposal

Master of Occupational Therapy

Submitted to the University of Saskatchewan
Academic Programs Committee

March 26, 2025

UNIVERSITY OF SASKATCHEWAN
School of
Rehabilitation Science
COLLEGE OF MEDICINE
REHABSCIENCE.USASK.CA

UNIVERSITY OF SASKATCHEWAN
School of Rehabilitation Science
COLLEGE OF MEDICINE
MEDICINE.USASK.CA/SRS

March 5, 2025

RE: School of Rehabilitation Science Master of Occupational Therapy program – Approval Request

To the members of the Academic Programs Committee:

Thank you for reviewing our proposal for the Master of Occupational Therapy (MOT) program. This letter of introduction intends to explain the program timeline and the rationale for the program approval request at this time.

Program development and funding timeline

The business case for both Master of Occupational Therapy and Master of Speech-Language Pathology programs was submitted for government consideration on June 30, 2023. In March 2024, the Ministry of Advanced Education announced funding to the University of Saskatchewan to develop both of these programs as part of the province's Health Human Resources Action Plan. This included an anticipated intake of 40 students per program with a fall 2026 start date for both programs.

USask approval timeline

Our academic program proposal was approved by the School of Rehabilitation Science Faculty Council on January 17th, 2025, provided as an information item to the College of Medicine Faculty Council on January 29th, 2025 and approved by the Graduate Programs Committee on February 12th, 2025.

We are aiming to have approval for this new program through University Council by May 2025. This will allow for student recruitment to take place in the fall of 2025 and for recruitment of faculty and staff for the program to occur throughout 2025-2026.

Program development

As part of the MOT program development, extensive consultations have taken place with stakeholders across campus, in addition to members of the OT community and other post-secondary institutions offering similar programs.

There are currently no competing programs within the province of Saskatchewan. A total of fourteen occupational therapy programs are offered at post-secondary institutions throughout Canada.

The MOT program has been developed with strong connections to the USask Learning Charter and addresses all five of the learning pursuits.

Curriculum development

Establishing the Master of Occupational Therapy program within the School of Rehabilitation Science (SRS) creates opportunities for harmonization with the current Master of Physical Therapy program and

the developing Master of Speech-Language Pathology program. Students across all three programs will benefit from high-impact and novel interprofessional learning opportunities with all three programs housed within the SRS.

The Master of Physical Therapy program has served as a model for the development of the MOT curriculum, academic processes, governance, committees and clinical fieldwork education. There is existing expertise within the College of Medicine and SRS faculty and administration to mentor and support the new MOT program faculty and staff in teaching, research, and administration.

The USask MOT program is unique in Canada as its curriculum will be tailored to the needs of Saskatchewan's communities, including a focus on rural, remote, and Indigenous populations and a commitment to embedding Indigenous perspectives to support graduates in providing equitable, culturally relevant services upon completion of the program. A curriculum map is included within the program academic proposal and in-depth curriculum development will be ongoing as faculty are recruited for this program. Curriculum development to date has followed education standards developed by the Canadian Association of Occupational Therapists (CAOT), the Saskatchewan College of Occupational Therapists (SCOT) Code of Ethics and the Truth and Reconciliation Commission of Canada Calls to Action. An Educational Program Specialist embedded within the SRS will further support evidence-based curriculum development for the MOT program.
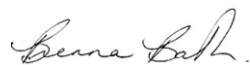
Program accreditation

The School of Rehabilitation Science has initiated the accreditation process for the Master of Occupational Therapy program. A full accreditation review including off- and onsite reviews must take place before graduation of the first student cohort.

The development of the Master of Occupational Therapy program proposal would not have been possible without the collaboration and input from faculty and staff within the SRS, the College of Medicine, other colleges and units across campus, clinical community partners, and other Canadian OT programs. Our engagement with multiple stakeholder groups will continue over the next several months as we prepare for the launch of this program.

Thank you again for reviewing this proposal and to all those who contributed to its development.

Sincerely,

Brenna Bath BScPT, MSc, PhD, FCAMPT
Director & Professor
School of Rehabilitation Science
College of Medicine
University of Saskatchewan

UNIVERSITY OF SASKATCHEWAN
Governance Office

E290 Administration Building 105 Administration Place Saskatoon, SK S7N 5A2 Canada Telephone: (306) 966-6253 Email: governance.office@usask.ca academic_programs@usask.ca

Proposal for New Programs or Curricular Changes

Title of proposal: School of Rehabilitation Science Master of Occupational Therapy Program

Degree(s): Master of Occupational Therapy (MOT)

Field(s) of Study: Occupational Therapy

Level(s) of Concentration:

Option(s): Not Applicable (N/A)

Degree College: College of Graduate and Postdoctoral Studies

Contact person: Dr. Brenna Bath <brenna.bath@usask.ca> p: (306) 966-6573; Tami Turner <tami.turner@usask.ca> p: 306-966-2869; Dr. Jaswant Singh <Jaswant.singh@usask.ca>

Proposed date of implementation: Fall 2026

Proposal Document

The province of Saskatchewan does not have an educational program for Occupational Therapists. Currently, there is an interprovincial agreement between the provincial government and the University of Alberta for 25 seats for Saskatchewan students in their Master of Science in Occupational Therapy Program.

In June 2023, a business case to establish two complementary training programs in speech-language pathology (SLP) and occupational therapy (OT) at the University of Saskatchewan (USask) was submitted to the Ministry of Advanced Education (pending academic approval). Targeted funding for these programs was granted in the 2024-2025 Government of Saskatchewan Budget, and formally announced on June 14, 2024, by the Ministers of Advanced Education and Health.

The proposed Master of Speech-Language Pathology (MSLP) and Master of Occupational Therapy (MOT) programs will be housed in the School of Rehabilitation Science (SRS) within the College of Medicine (CoM), which currently offers a Master of Physical Therapy degree (MPT). Developing these programs in parallel allows for many benefits, including the intentional development of interprofessional learning opportunities, the ability to leverage efficiencies in curriculum, and administrative synergies.

While these programs are being developed alongside one another, this proposal will focus solely on the **Master of Occupational Therapy program**; the Master of Speech-Language Pathology program is detailed in a separate proposal.

Accreditation standards for occupational therapy academic programs in Canada are established by the Canadian Association of Occupational Therapists (CAOT). The national academic accreditation standards for the education of Occupational Therapists (OTs) require a master's degree with content that fully addresses the Canadian Competencies for Occupational Therapists. This includes profession specific requirements of academic programming and a minimum of 1000 hours of diverse supervised clinical placement experience distributed throughout the program.[1] After completing the program, graduates must also pass the National Occupational Therapy Certification Exam (NOTCE) to meet regulatory requirements to practice as established by the Saskatchewan College of Occupational Therapists (SCOT).

Processes to establish full accreditation have been initiated and will continue alongside the implementation of the program to ensure graduates are eligible to write the national exam and be registered to practice with the provincial regulatory organization.

With the launch of the Master of Occupational Therapy (MOT) and Master in Speech-Language Pathology (MSLP) programs alongside the Master of Physical Therapy (MPT) program, the School of Rehabilitation Science will set a national precedent for program alignment and integration. The decision to name the degree "MOT" rather than "MSc OT" reflects this harmonization, emphasizing the program's focus on clinical and practical training. This naming approach also promotes equity among the programs, aligning with the MPT and MSLP degrees while distinguishing it from thesis-based MSc programs in related fields.

1. Academic Justification

a. What is Occupational Therapy?

Occupational therapists (OTs) are highly educated health-care professionals who use research, and both culturally relevant and collaborative relationship-based practices, to support individuals to participate in occupations (activities) they want and/or need to do.

The profession of occupational therapy takes a broad view of 'occupations' where: "occupations refer to the everyday activities that people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life."[2] Occupations, as

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[1] Canadian Association of Occupational Therapists Academic Accreditation Standards and Self-Study Guide (2022).

[2] World Federation of Occupational Therapists. WFOT; 2024 [cited 2024 Dec 10]. About Occupational Therapy. Available from: https://wfot.org/about/about-occupational-therapy

defined here, may include playing an instrument, going hunting, taking a walk in nature, attending a community event or completing daily hygiene routines. Participating in occupations that are valued and meaningful to the individual or community contributes to positive health outcomes and well-being for an individual; therefore, occupational therapy focuses on assessment, consultation, and individually targeted interventions to improve, restore, or sustain occupational participation.

Occupational Therapists graduate as generalists, making them versatile professionals. They provide services to individuals of all ages, from pediatrics to older adults, as well as to communities and systems. Their work spans a wide range of public and private settings, including:

Home and community: primary health care clinics, community health centres, Indigenous communities, non-profit organizations, people's homes, drug and alcohol services, vocational programs, operational stress injury clinics, and worker's compensation boards.

Institutions: hospitals, intermediate and special care home facilities, rehabilitation centres, outpatient clinics, mental health centres, correctional facilities, recreation centres, schools, universities, colleges, and research centres.

Industry, business, and government: corporations, rehabilitation companies, insurance companies, private practices and clinics, government, and architectural firms.

The unique training that OTs receive make them integral members of care teams as they utilize a holistic view of a person's ability to participate in daily occupations. OTs are trained to consider not only the medical and physical limitations of a disability or injury, but to consider the psychosocial, emotional, spiritual and environmental factors that affect the functioning of the whole person, their health and their wellness.

For example, an occupational therapist assisting a client recovering from a stroke would address multiple aspects of recovery. They would support physical recovery by teaching the client how to dress with a weakened arm, aid cognitive recovery through memory exercises and strategies, and enhance mental well-being with counseling and coaching to cope with the loss of previous activities. Additionally, they would help strengthen relationships by connecting the client to community resources and peer supports, and address barriers to resuming meaningful activities by providing adaptive equipment, such as a wheelchair for attending community events. This comprehensive approach helps clients build agency and resilience, promoting overall health and well-being.

OTs also play an important role at community and system levels such as: advising various levels of government on policy, health promotion, social justice and equity, the impacts of colonization and systemic racism, disability prevention and management, accessibility, and vocational/health planning. In addition, Occupational Therapists are a critical professional resource to support provincial system priorities by: improving efficient health system flow, timely access to care, contributing to and improving care in long-term care homes, transitioning of services from hospital to community, supporting aging at home, provision of

mental health and substance use services, provision of services in rural and remote areas of the province, preventing/reducing emergency department visits and hospitalization, and acting on situations and systems of inequity and oppression.

For more information on what services OTs provide and the impact the services and research of the profession have on communities and systems see APPENDIX A: The Occupational Therapy Profession.

b. The value of an Occupational Therapy Academic Program

The proposed Master of Occupational Therapy (MOT) will be the first and only Occupational Therapy professional program in Saskatchewan. The MOT program provides a highly sought after graduate opportunity at the University of Saskatchewan for students to further their studies in an established health profession. Typical entry pathways into existing occupational therapy academic programs include graduates from kinesiology, sociology, psychology, arts and sciences, social sciences and other humanities programs. Having the USask MOT program will allow for collaborations with existing academic programs, enhancing learning opportunities, resources, and research, particularly within the SRS.

Currently, an interprovincial agreement with the University of Alberta allocates 25 seats annually for Saskatchewan students. However, a USask based program would provide a more stable and reliable source of OT graduates who are more likely to stay and practice within the province. This program will support the training and potential retention of graduates, reducing financial burdens on students who currently must study out of the province to pursue this career path.

Establishing a Master of Occupational Therapy program in Saskatchewan aligns with the 2022 Health Human Resources Action Plan, aiming to expand training for professions where no current educational pathway exists within the province. Saskatchewan has the second lowest number of OTs per capita in Canada, with only **28.1 OTs per 100,000** population compared with 41.7 in Alberta and 44.3 in Manitoba.[3] This program will help alleviate the critical shortage of occupational therapists, who are essential for addressing healthcare demands and improving access to care, especially in rural and remote areas.

Establishing the MOT program within the School of Rehabilitation Science (SRS), which has an existing Master of Physical Therapy (MPT) program and proposed Master in Speech-Language Pathology program, will create opportunities for high-impact interprofessional learning with other health professional programs and beyond. Evidence shows that interdisciplinary teams improve client outcomes when members understand each other's roles, trust, communicate, and collaborate.[4] Occupational therapists are key members of interdisciplinary teams,

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[3] Canadian Institute for Health Information. Occupational therapists (2022). Accessed December 10, 2024.

[4] Donnelly C, Brenchley C, Crawford C, Letts L. The integration of occupational therapy into primary care: a multiple case study design. BMC Fam Pract. 2013 May 16;14(1):60.

working with other professionals, such as: physical therapists, speech-language pathologists, nurses, physicians, exercise therapists, educators, dietitians, therapy assistants, pharmacists, psychologists, psychiatrists, and social workers. Interprofessional education will be a crucial part of the curriculum and clinical training in this program, preparing students for effective teamwork and professional relationships. To allow for greater opportunities for interprofessional learning, the School of Rehabilitation Science is working to intentionally harmonize, wherever possible, the three rehabilitation programs that will ultimately exist within the School (MOT, MSLP, and MPT). This aligns with the University Plan 2025's aim to foster vibrant collaboration across disciplines.

The MOT program will actively work towards reconciliation as per the Truth and Reconciliation Commission's Call to Action #23[5] by providing a graduate level opportunity to increase the number of Indigenous professionals in healthcare and ensuring that all MOT graduates are provided with cultural competency training. The MOT program will support the *Occupational Therapy Statement of Commitment to Indigenous Peoples in Canada* by ensuring graduates are prepared to provide culturally relevant evidenced-based occupational therapy services for Indigenous persons and their communities.[6]

The MOT program will significantly enhance USask's contributions across various sectors, including health care, health promotion, corrections and justice services, social services, mental health services, school systems, and substance use services. By consistently training OT graduates who are likely to stay in the province, the program will increase capacity to meet both current and future demands from our healthcare system. This will ensure equitable access to care and improve health outcomes for individuals and communities throughout Saskatchewan.

c. Strategic Objectives

The Master of Occupational Therapy (MOT) program is designed to complement existing USask programming and will advance the strategic priorities articulated in the SRS Strategic Plan, the College of Medicine Strategic Plan, and the University Plan 2025.

The MOT program proposal was developed to align with SRS principles and values, including a commitment to advancing diversity, equity, and inclusion, and a commitment to communities. The program will contribute to the achievement of the SRS strategic priorities in many ways, including:

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[5] Truth and Reconciliation Commission (TRC) Call to Action #23 focuses on increasing the number of Aboriginal professionals in the healthcare field. It calls upon all levels of government to:
i.   Increase the number of Aboriginal professionals working in the healthcare field;
ii.   Ensure the retention of Aboriginal health-care providers in Aboriginal communities;
iii.   Provide cultural competency training for all healthcare professionals.

[6] Occupational Therapy Statement of Commitment to Indigenous Peoples in Canada, September 2023.

- **Community-Centered Health and Wellness**: The MOT program will prepare graduates who are responsive to the specific needs of Saskatchewan individuals and communities, facilitating them to engage in the occupations that matter to them. This supports the SRS goal of enhancing the quality of life and well-being for diverse communities in our province.

- **Inclusive, Collaborative Learning Environments**: Through thoughtfully developed interprofessional education opportunities and hands-on learning experiences, the program will allow students to develop the collaborative relationship focused-care skills necessary to serve Saskatchewan individuals and communities alongside their future colleagues. This aligns with the SRS commitment to fostering a supportive and inclusive learning environment that value teamwork and respect for diverse perspectives.

The MOT program will support the College of Medicine's strategic priorities related to high-quality education and social accountability:

- **Quality Education and Training**: By engaging with community partners and regularly updating curriculum content to reflect emerging needs of the community, the MOT program will ensure that graduates are well-prepared to meet the evolving needs of the field. By cultivating a workforce of skilled and compassionate practitioners, the MOT program will contribute to the College's objective of producing healthcare providers equipped to address provincial health challenges.

- **Social Accountability and Inclusivity**: The MOT program will prioritize recruiting students from diverse backgrounds, including Indigenous learners. By focusing on culturally relevant and responsive care, the program reinforces the College's dedication to health equity and its mandate to support a sustainable workforce in underserved communities across Saskatchewan. There will be an intentional effort to provide all students with exposure to underserved populations and communities including rural and remote areas through clinical placements and other curricular elements.

- **Strengthen Research Capacity**: The MOT program prioritizes professional citizenship and in alignment with the accreditation standards of the profession, students and faculty will participate in research and scholarship activities to advance care in the community. This MOT program creates an opportunity for interdisciplinary research partnerships within the College of Medicine, across the campus and with community partners.

The University Plan 2025 will be woven throughout the MOT Program, as we work to advance the University's commitments:

- **Courageous Curiosity**: The MOT program will promote evidence-based practice and interdisciplinary research, encouraging students to engage in innovative solutions to complex system challenges. By nurturing critical thinking and a systematic approach

to problem solving, the program supports the university's commitment to fostering a culture of curiosity and innovation across disciplines.

- **Boundless Collaboration**: The program will strengthen partnerships with those in the social services, justice and correctional services, school systems and educational services, healthcare providers, Indigenous communities, and community organizations. This commitment to interprofessional education and collaboration aligns with the university's goal of building strong, diverse community connections and establishing collaborative learning environments for students.

- **Inspire Communities**: Graduates of the MOT program will improve health and quality of life for Saskatchewan residents, especially those facing barriers to participation in everyday occupations. By focusing on community-centered care, the program aligns with the university's mission to inspire communities and foster social, mental and physical well-being across the province.

d. Target student demographic

The goal of the Master of Occupational Therapy (MOT) program is to ensure equitable access to health profession training and to support graduates to stay and practice in Saskatchewan. Our recruitment efforts will be deliberately broad, including targeted recruitment campaigns for recent graduates from various undergraduate programs and for professionals seeking career changes (potential examples: kinesiologists, educational assistants, teachers, and social workers).

A specific goal of the MOT program is to respond to the Truth and Reconciliation Commission's Calls to Action and the Occupational Therapy statement of commitment to Indigenous Peoples in Canada.[7] By investing in recruiting and retaining Indigenous learners, we hope to increase the number of Indigenous OTs in the province. [8] We also hope to recruit and retain learners from rural locations who may choose to return to their home community, offering a pathway to a rewarding profession in healthcare, aligning with the province's desire to support worker mobility. Admissions will prioritize Canadian Indigenous Peoples and Saskatchewan residents via admissions policy (detailed in the admissions section of this proposal).

e. Similar and competing programs

There are currently fourteen accredited Occupational Therapy academic programs in Canada (five in Ontario, five in Quebec, one each in Nova Scotia, Manitoba, Alberta, and British

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[7] Canadian Association of Occupational Therapists Commitment Statement to Indigenous peoples, 2018.

[8] Occupational Therapy Statement of Commitment to Indigenous Peoples in Canada, September 2023.

Columbia). The most comparable program is in Manitoba with a student cohort of 50 per year currently expanding to 55.

Despite other occupational therapy programs existing in Canada the occupational group of OTs is expected to face labour shortage conditions over the period of 2022-2031 at the national level with new job openings (arising from expansion and replacement demand) expected to total **9,100** while **7,600** new job seekers are expected to be available to fill them.[9] This shortfall of trained professionals demonstrates the value of, and need for, the proposed graduate USask Master of Occupational Therapy (MOT) program and the potential for its future graduates to help meet the current and projected demand for occupational therapists in Saskatchewan and nationally.

The Occupational Therapy program at USask will be unique from other programs in Canada in the following ways:

Newest Occupational Therapy Program in Canada

Being the newest occupational therapy academic program in Canada, this program will be the first to develop an entirely new program using the recently released Canadian Association of Occupational Therapists' *Competencies for Occupational Therapists in Canada*.

Engagement with the Clinical Community

The MOT program at USask will be tailored to our provincial context through continued engagement with the clinical community during development and as the program is implemented.

Comprehensive and Inclusive Curriculum

The USask MOT program will offer a comprehensive and inclusive curriculum rooted in evidence-based practice and occupational science. It will emphasize an evolving understanding of Indigenous health perspectives, practices, and ways of knowing, alongside a strong focus on equity, diversity, and inclusion within occupational therapy practice.

Integration and Experiential Learning

A curriculum focused on the integration and consolidation of theoretical knowledge with diverse experiential learning in various community contexts unique to Saskatchewan.

Interprofessional Education

There will be an emphasis on interprofessional education with The Master of Speech-Language Pathology and Master of Physical Therapy programs within the School of

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[9] Statistics Canada Canadian Occupational Projection System, 2024, Retrieved December 10, 2024.

Rehabilitation Science (SRS) and external professional programs, such as Nursing and Dentistry, preparing graduates to work as part of collaborative interdisciplinary teams.

Unique Student and Faculty Resources

Student and faculty resources unique to the SRS, such as the nistotamawin circle, will help strengthen current and build new relationships between the School, communities and other organizations, grounded in Indigenous perspectives.

Integrating the MOT program within the SRS is an opportunity to strategically harmonize healthcare professional programming unlike any existing program in Canada. The Master of Physical Therapy (MPT) program will serve as a model for developing the MOT curriculum, academic processes, governance, committees and clinical fieldwork education. There is existing expertise within the College of Medicine and SRS faculty and administration, to mentor and support the new MOT program faculty and staff in teaching, research, and administration. There is also an opportunity to foster collegial relationships that support learning, service and research across all three programs in the SRS and beyond.

2. Admissions Requirements

Efforts will be undertaken to harmonize admissions requirements and processes with other programs in the SRS where practical and warranted. Admissions information for the Master of Occupational Therapy (MOT) program was developed following consultation with the Admissions Committee Chair of the SRS Master of Physical Therapy (MPT) program. Additionally, an environmental scan and collaborations with other peer OT academic programs were utilized to develop the following admissions criteria for the proposed MOT program.

a. Occupational Therapy Program Admission Requirements

Residency Requirements

Applicants to the Master of Occupational Therapy program must satisfy the following residency qualifications:

- Applicants applying for a seat designated for an Indigenous student must be Canadian citizens (see Admission Selection Criteria for details on verification process).

- Other applicants must be Canadian citizens or landed immigrants AND be **residents of the Province of Saskatchewan or of the Yukon, Northwest or Nunavut Territories**. The Saskatchewan residency requirement may be waived at the discretion of the School of Rehabilitation Science Admissions Committee.

- An applicant is considered a "resident" if one of the following conditions applies:

- o The applicant has established their primary place of residence in Saskatchewan or one of the Yukon, Northwest or Nunavut Territories, at least one calendar year immediately prior to September 1 in the year of proposed admission.

- o Irrespective of the current place of residence of the applicant, the applicant's family home (the home of parents, legal guardians, foster parents or spouse), is in Saskatchewan, or one of the Yukon, Northwest or Nunavut Territories.

- o The applicant is a graduate of the University of Saskatchewan, the University of Regina or other degree-granting colleges in Saskatchewan.

- o The applicant is currently serving or is a member of a family unit in which the parents, legal guardians or spouse are serving in the Armed Forces or R.C.M.P., and the family unit has been transferred to Saskatchewan or one of the Yukon, Northwest or Nunavut Territories.

Academic Requirements

- A four-year undergraduate degree (120 credits) or equivalent, from a recognized college or university in any academic field of study.

- A cumulative weighted average of at least 70% or higher in their most recent 60 credits.

- Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. Please note that these requirements are higher than the minimum required by the College of Graduate and Postdoctoral Studies and in alignment with the Master of Physical Therapy program requirements. Acceptable test scores are as follows:

  - o TOEFL: a minimum of 22 out of 30 in each component with a combined minimum total score of 100

  - o IELTS: a minimum score of 7.5 out of 9 in each area and overall

- Successful completion of the required pre-requisite courses with an academic grade of 70% or higher in each pre-requisite course (or approved alternate courses from an accredited post-secondary institution) and an overall average of 75% among all pre-requisite courses:

  - o Indigenous Studies – 3 credit units (e.g.: courses included in the College of Arts and Science Indigenous Learning Requirement, KIN 306.3, EFDT 265.3, ECUR 265.3, OR equivalent)

  - o Basic Human Anatomy or Neuroanatomy – 3 credit units (e.g.: CPPS 310.3, CPPS 221.3, PSY 242.3, PSY 246.3, or equivalent)

    o   Behavioral Science – 3 credit units (any course at any level from an accredited post-secondary institution in Psychology or Sociology)

    o   Statistics – 3 credit units (STAT 245.3, STAT 246.3, PLSC 214.3, or equivalent)

    o   Additional courses that are highly recommended but not required: any course at any level in social science, neuroscience, research design, physiology, anatomy, neuroanatomy, or women's and gender studies.

Non-Academic Requirements

- Completion of the situational judgement test, Computer-Based Assessment for Sampling Personal Characteristics (CASPer® Online)

- Completion of a written submission – a maximum of 300 words (based on a question prompt unique to each year provided to each applicant by the SRS Admissions Committee).

b. Admission Selection Criteria

Applicants will be competitively ranked for acceptance to the program, based on the following ratio:

- University Academic Average: 60%

- Situational Judgment Test: (CASPer®): 32%

- Personal Submission Responses/Statement of Interest: 8%

The Master of Occupational Therapy (MOT) program will maintain up to **eight seats designated for Indigenous applicants.** Applicants choosing to apply for these designated seats must indicate this on the online application and must also meet all usual entry requirements.

Verification of Indigenous Membership / Citizenship at USask is led and determined by the deybwewin | taapwaywin |tapwewin: Indigenous Truth policy and Standing Committee in accordance with the processes developed to enact the policy. Verification of Indigenous Membership/Citizenship with documentation is a condition of acceptance for seats designated for Indigenous applicants

c. Admission Categories and Models

There will be two categories of admissions for the SRS: general pool admissions and up to eight seats that are designated for Indigenous student admissions[10]. This is a non-direct entry program, and admissions will be determined as outlined above via ranked competitive entry.

d. Admission Intake

A total of 40 students will be admitted to the program per year. There will be no transfer students for any specific groups of applicants or programs.

e. Application Processes and Timelines

The Master of Occupational Therapy (MOT) program will intake students in September, with the admissions window opening the previous October. For the first year of the program, our intention is to open admissions in alignment with other Occupational Therapy Programs, in October of 2025, to intake students in September of 2026. We will align admissions timelines for all SRS programs as it is anticipated that applicants may be applying for more than one program within the SRS. The application cycle is anticipated to follow this timeline for the first year, as an example:

- Online applications open early October 2025 and close December 2025.

- File review for completeness and meeting eligibility requirements will occur January–March 2026

- Admission offers will be sent out by email May 2026, offers will expire two weeks later

- Provisional acceptances are confirmed by June 2026

- For applicants with courses 'in-progress' at the time of application, one copy of their official in-progress transcript must be received by January 2026 and one copy of their final official transcript must be received by June 2026. The final transcript must include final grades for all degrees and pre-requisite requirements and the awarded degree.

Admissions will be managed by an admissions lead and an admissions support person.

Students will be charged a College of Graduate and Postdoctoral Studies application fee. https://cgps.usask.ca/

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[10] Indigenous students are first considered in the general pool of applicants and if not chosen there, will be moved to the pool of admissions designated for Indigenous applicants

f. Marketing and Promotion of New Program

A draft communications plan can be found in Appendix B.

g. Admissions Appeals Process

The admissions appeal process will follow the College of Graduate Studies appeal procedures.

h. Transfer Credit

Transfer credits will not be assessed for admission to this program. The condensed nature of the program requires that all students complete the entire program. In the event of a special case, transfer credits would be assessed by the SRS and CGPS on a case-by-case basis after admissions have been completed in accordance with the CGPS policy.

3. Description of the Program

The national academic accreditation standards for curriculum of occupational therapy programs require a master's degree with content that fully addresses the Canadian Competencies for Occupational Therapists[11]. Like other Canadian programs, the USask Master of Occupational Therapy (MOT) program will include profession specific requirements of academic programming and a minimum of 1000 hours of diverse supervised clinical placement experience distributed throughout the program[12].

The USask MOT program will distinguish itself through a curriculum tailored to the needs of Saskatchewan's communities, including a focus on rural and Indigenous populations and a commitment to embedding Indigenous perspectives to support graduates to provide equitable culturally relevant practice upon completion of the program.[13]

The following section describes the curricular structure of the proposed 27-month Master of Occupational Therapy degree. The MOT curriculum as presented here will be progressively elaborated as core faculty are recruited to further develop the proposed courses and as approval proceeds. An MOT curriculum sub-committee (within the SRS's existing Executive Curriculum Committee) will be formed to more fully determine course requirements and syllabi. The following documents were used to support curriculum design:

- Saskatchewan College of Occupational Therapists (SCOT) Code of Ethics

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[11] ACOTRO, ACOTUP, & CAOT. (2021). Competencies for Occupational Therapists in Canada

[13] Canadian Association of Occupational Therapists Academic Accreditation Standards and Self-Study Guide (2022).

- The [Competencies for Occupational Therapists in Canada](#), 2021
- The [Canadian Association of Occupational Therapists Academic Accreditation Standards](#), 2022
- [Canadian Guidelines for Fieldwork Education in Occupational Therapy](#), 2024
- [Minimum Standards for the Education of Occupational Therapists, World Federation of Occupational Therapists](#), 2016
- [Truth and Reconciliation Commission of Canada Calls to Action,](#) 2015

The two-year Master of Occupational Therapy program offers a comprehensive educational experience, combining foundational knowledge, theoretical frameworks, clinical skills, and evidence informed practices. Throughout the program students gain hands-on experience through clinical placements, applying theory in real-world settings to prepare for entry-level practice. A competency map can be found in [Appendix C](#), and following table outlines the course progression of the program as well as a competency narrative that describes how each course contributes to the educational experience of our learners, resulting in prepared entry-level clinicians:

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 1 | Module 1	Fall	OTH 811.17 – Foundations of Occupational Therapy Practice 1	This course provides a comprehensive introduction to the foundational elements of occupational therapy (OT) practice, integrating anatomical knowledge, theoretical frameworks, evidence-based practice and occupational therapy practices. Students will engage with fundamental concepts of occupational assessment and intervention strategies, grounded in relevant theoretical frameworks and evidence-based practice. Students will explore the significance of occupations in human health and well-being and develop the emerging skills necessary for effective, ethical, and inclusive practice.	The courses in Module 1 (M1) lay the foundational knowledge and skills necessary for occupational therapy practice. Students are introduced to the core concepts of occupational therapy, including theoretical frameworks, evidence-based practice, and the significance of occupations in human health. Students can

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 1 | Module 1	Fall	OTH 801.6 – Context in Occupation 1	The course is designed to provide students with a comprehensive understanding of the complex interplay between health determinants, occupation, and occupational identity. This course emphasizes the importance of culturally relevant practice, ethical frameworks, and structural inequalities that shape the occupational experiences of diverse populations. Students will explore personal values and professional growth, preparing them for effective practice in occupational therapy.	apply basic theoretical knowledge and introductory practical skills learning in M1 as they participate in their first clinical placement.
YEAR 1 | Module 1	Fall	OTH 901.1 – Clinical Placement 1	This course introduces students to clinical education in Occupational Therapy. Students will gain exposure to the profession by observing professional OTs in a practice setting. This helps students establish a foundational understanding of occupational therapy (OT) practice, which they can expand upon during classroom and lab learning, ultimately preparing them for future clinical placements.	
YEAR 1 | Module 2	Winter	OTH 812.17 – Foundations of Occupational Therapy Practice 2	This course builds upon concepts that were introduced in Foundations of Occupational Therapy Practice 1. Students will explore how conditions, context, and anatomical changes impact capabilities, enhancing their ability to effectively choose relevant assessments and to design interventions that promote occupational participation within an inclusive practice.	Building on the foundational knowledge from M1, Module 2 (M2) focuses on the impact of conditions, context, and anatomical changes on occupational participation. Students deepen their understanding of health determinants and their influence on diverse populations. This module prepares students for

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 1 | Module 2	Winter	OTH 802.6 – Context in Occupation 2	Students will explore the determinants of health and analyze their influence on diverse populations and impact on occupational participation and well-being. Students will engage in critical analysis of occupation and occupational therapy practices to develop an understanding of occupational therapy's role in supporting individuals across varied environments and contexts, aiming to maximize participation in meaningful occupations and promote health equity.	more advanced assessments and interventions, setting the stage for their second clinical placement.
YEAR 1 | M Module 3	Spring	OTH 902.5 – Clinical Placement 2	Students will gain practical learning experience in approved facilities and community agencies to apply and integrate the core knowledge and skills of occupational therapy. At this early stage, students further develop foundational knowledge in OT by observing and practicing introductory clinical skills with professional OTs in a practice context.	In Module 3 (M3), students engage in their second clinical placement. This is an introductory clinical experience that emphasizes practical application of the knowledge and skills acquired in the previous modules. Through this early clinical placement students practice and receive feedback on introductory clinical skills in a practice context.

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 1	Module 4	Spring	OTH 911.10 – Introduction to Occupational Therapy Clinical Practice	This course provides first-year occupational therapy students with a comprehensive understanding of human development, aging, and mental health. Students will learn about the developmental pathways from infancy through adolescence, the changes across body systems during aging, and fundamental mental health concepts. Emphasis will be placed on understanding the interplay between physical, cognitive, emotional, spiritual, and physiological changes on occupational performance.	In Module 4 (M4), students gain a foundational understanding of human development, aging, and mental health, focusing on how these factors influence occupational performance. They learn to establish trusted professional relationships, use occupational analysis, assess occupational participation, and develop plans to facilitate it. The course emphasizes equity in practice, anti-oppressive behavior, and culturally safer relationships. Students integrate clinical placement experiences with theoretical understanding, fostering critical reflection and identifying research areas for capstone projects. This approach prepares them for effective and inclusive occupational therapy practice, ensuring they can address diverse client needs while contributing to the profession and demonstrating leadership.
YEAR 1	Module 4	Spring	OTH 803.3 – Context in Occupation 3	This course is designed to help students integrate their clinical placement experiences with theoretical understanding, fostering critical reflection on their professional practices. Students will explore advanced topics in context and occupation to identify potential areas for research in their capstone projects.	

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 1 | Module 5	Summer	OTH 814.3 – Bridging Clinical Foundations	The purpose of this course is to bridge the gap between foundational knowledge and clinical application for first-year occupational therapy students. Through independent learning and guided activities, students will consolidate their understanding of core concepts, enhancing their readiness for clinical practice.	The courses in Module 5 (M5) bridge the gap between foundational knowledge and clinical application. Students consolidate their understanding of core concepts through independent learning and guided activities, enhancing their readiness for clinical practice. This module prepares students for advanced clinical placements by reinforcing their competencies in occupational analysis, client communication, and professional collaboration.
YEAR 2 | Module 6	Fall	OTH 912.9 – Advance OT clinical Practice: Children, Adolescents and Youth	The purpose of this course is to advance the clinical practice and theoretical knowledge of occupational therapy students when working with children, adolescents, and youth. Students will build on foundational concepts to develop clinical skills for addressing developmental, mental health, cognitive, spiritual, physical, and psychosocial challenges in these age groups. Emphasis will be placed on evidence-based practices, assessment, therapeutic techniques, and interdisciplinary collaboration.	Module 6 (M6) advances students' clinical skills and theoretical knowledge, particularly in working with children, adolescents, and youth. The courses focus on evidence-based practices, assessment techniques, and interdisciplinary collaboration. This module prepares students for clinical placements involving younger populations, ensuring they can

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 2 | Module 6	Fall	OTH 913.9 – Advance OT Clinical Practice: Adults and Older Adults	The purpose of this course is to enhance second-year occupational therapy students' clinical skills and knowledge in working with adults, older adults, and individuals with neurological challenges. This course is built upon the foundational knowledge acquired during their first year and aims to prepare students to apply effective and inclusive practices in diverse settings.	address developmental, mental health, and psychosocial challenges effectively. In M6, students enhance their skills in working with adults, older adults, and individuals with neurological challenges. The courses build on foundational knowledge and prepare students for diverse clinical settings. This module emphasizes advanced assessment and intervention techniques, promoting inclusive practices and preparing students for autonomous roles in their clinical placements.
YEAR 2 | Module 6	Fall	OTH 914.9 – Advance OT Clinical Practice in Mental Health	The purpose of this course is to provide second-year occupational therapy students with advanced skills and knowledge to effectively support individuals facing mental health challenges. The course builds upon foundational concepts of mental health covered in the first year to develop advanced assessment and intervention techniques using inclusive practices in various settings.	
YEAR 2 | Module 6	Fall	OTH 804.3 – Context in Occupation 4	This course is designed to deepen students' understanding of equity and justice within occupational therapy, with a focus on preparing for extended clinical placements. Students will explore the principles of equity and justice as they relate to occupational participation and health outcomes ensuring students are equipped to navigate diverse clinical environments promoting inclusive practices.	

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 2 | Module 7	Winter	OTH 903.6 – Clinical Placement 3	Students will gain practical experience in approved facilities and community agencies to apply and integrate knowledge and skills of occupational therapy (OT). Following in-class preparation in communication, culturally relevant practices, and OT assessment, students are expected to be active participants, conducting assessments, applying emerging concepts of clinical reasoning, and building therapeutic relationships with a more complex caseload relevant to the content from previous courses.	In Module 7 (M7), students participate in their third and fourth clinical placements, applying and integrating advanced knowledge and skills in diverse clinical settings. These clinical placements provide opportunities for students to develop competency in complex OT interventions, clinical reasoning, and decision-making. These placements prepare students for full caseload management and strengthens their competencies critical to OT functions, ensuring they are ready for entry-to-practice roles.
YEAR 2 | Module 7	Winter	OTH 904.6 – Clinical Placement 4	Students will gain practical experience in approved facilities and community agencies to apply and integrate their knowledge and skills of occupational therapy (OT). This clinical placement focuses on complex OT interventions, enhancing clinical reasoning and decision-making. It prepares students for more autonomous roles and strengthens competencies critical to OT functions. This course is designed to provide diverse experiences and advanced clinical skills with a more complex caseload relevant to the content from previous courses.	
YEAR 2 | Module 8	Spring/Summer	OTH 915.9 - Capstone Project	This course consolidates students' understanding and application of evidence-informed practice in occupational therapy, culminating in a comprehensive capstone project. This course aims to prepare students for professional practice by enhancing their skills in research, critical thinking, and project management while fostering professional citizenship and engagement with the occupational therapy field.	Module 8 (M8) enhances student skills in research, critical thinking, and project management, fostering professional citizenship and engagement with the OT field and provides students the opportunity to consolidate their understanding and

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 2 | Module 8	Spring/Summer	OTH 805.9 – Context in Occupation 5	This course focuses on consolidation of the students' professional development by forming a robust occupational identity as they transition to entry-level occupational therapists. This course equips students with the knowledge and skills needed to integrate innovative practices into their occupational therapy practice while emphasizing leadership, advocacy, and lifelong learning.	application in a capstone project. It prepares students for professional practice by emphasizing leadership, advocacy, and lifelong learning.
YEAR 3 | Module 9	Fall	OTH 905.6 – Clinical Placement 5	Students will gain practical experience in approved facilities and community agencies to apply and integrate foundational knowledge and skills of occupational therapy. Focused on diverse cases, this placement fosters independent case management and interprofessional teamwork, solidifying professional identity as students provide therapeutic processes to a more complex caseload.	In Module (M9), students engage in their final clinical placements, focusing on independent case management and interprofessional teamwork. The clinical placements foster interprofessional teamwork and solidify students' professional identity. This module prepares students for entry-to-practice roles by ensuring they can manage complex caseloads and apply their competencies effectively in various clinical settings.
YEAR 3 | Module 9	Fall	OTH 906.6 - Clinical Placement 6	Students will gain practical experience in approved facilities and community agencies to apply and integrate advanced knowledge and skills of occupational therapy. This placement prepares students for full caseload management, specialized complex client care, and a focus on professional identity to support the application of competencies at an entry-to-practice level.	

Year/Module	Term	Course	Course Descriptions	Competency Narrative
Continuous Enrolment		OTH 990.0	This course supports independent and guided learning experiences to support professional development and growth, based on the Competencies for Occupational Therapists in Canada.	Students are registered in this course in every term throughout the calendar year to maintain continuous enrollment. Concepts may include policies and procedures or student presentations.

Year One: Focuses on transitioning foundational knowledge to applicable clinical skills. Core elements include the importance of occupations in health, anatomical principles and the impact of conditions and on capabilities, assessment and intervention planning, clinical decision making, and the influence of health determinants on occupational identity.

Year Two: Focuses on advanced practice and clinical consolidation to support students' evolution to entry-level Occupational Therapists. In year two, students continue to advance the knowledge and skills learned in year one, including critical inquiry, professional development and effective practice in complex and diverse settings. Courses emphasize culturally relevant practice, ethical frameworks, and social determinants of health. Students engage in a capstone project focusing on research, scholarship and innovation in occupational therapy.

There are 3 promotion points across each respective program. Promotion Points typically occur following completion of academic modules and prior to advancement to clinical placements. Typically, promotion points occur in April/May of first year, December/January of second year, and June/July of second year. Students will advance through the program in accordance with existing SRS policies, found here:

Academic Expectations, Academic Advancement and Promotion

Examination Regulations

More detailed curricular information can be found in the appendices**,** including a draft curriculum map and a competency map that defines how the courses reflect the Canadian

Competencies for Occupational Therapists ([Appendix C](#)), and draft course creation forms
([Appendix D).](#)

a. What Are the Curricular Objectives, and How These are Accomplished

The proposed Master of Occupational Therapy (MOT) program has been designed in
accordance with provincial, national and international standards to prepare learners to be
competent, compassionate, and socially responsible health professionals. USask MOT
graduates will have the capacity to critically appraise evidence and actively engage in
research and scholarship, enabling them to contribute to innovative practice, improve
existing community and systems processes and programs, and make a unique contribution to
Saskatchewan and beyond.

Program Learning Objectives

The following table lists the required competencies outlined by the Canadian Association of
Occupational Therapist's Academic Accreditation Standards. USask's MOT program will be the
first Occupational Therapy program in Canada that has been developed "from the ground up"
using these competencies. The competencies are clearly and intentionally reflected
throughout the program, as is required to meet accreditation standards and for graduates to
be eligible to write the national entry to practice exam.

Table 1. Canadian Competences for Occupational Therapists (2021)

A. Occupational Therapy Expertise: The unique expertise of occupational therapists is to analyze what people do and what they want or need to do and help them to do it. Occupational therapists co-create approaches with their clients. They are mindful of people's rights, needs, preferences, values, abilities, and environments. They work with clients to support their health and well-being.
A1. Establish trusted professional relationships with clients
A2. Use occupational analysis throughout practice
A3. Determine client's needs and goals for occupational therapy services
A4. Assess occupational participation
A5. Develop plans with clients to facilitate occupational participation
A6. Implement the occupational therapy plan
A7. Manage the assignment of services to assistants and others

B.   Communication and Collaboration: Occupational therapy practice relates to people. Occupational therapists build respectful relationships with clients, team members, and others involved in the systems in which they work
B1. Communicate in a respectful and effective manner
B2. Maintain professional documentation
B3. Collaborate with clients, other professionals, and stakeholders
C.   Culture, Equity, and Justice: Occupational therapists acknowledge and respond to the history, cultures, and social structures that influence health and occupation. They recognize the social, structural, political, and ecological determinants of health. Competent occupational therapists are conscious of personal identity and privilege. They keep building their understanding of human diversity. They create culturally safer relationships and anti-racist, ethical spaces. They act on situations and systems of inequity and oppression within their spheres of influence.
C1. Promote equity in practice
C2. Promote anti-oppressive behaviour and culturally safer, inclusive relationships
C3. Contribute to equitable access to occupational participation and occupational therapy
D.   Excellence in Practice: Occupational therapists take responsibility for their own continuing competence. They strive for excellence in the quality of their practice. They are aware of and manage influences on their practice. They show a commitment to ongoing reflection and learning.
D1. Engage in ongoing learning and professional development
D2. Improve practice through self-assessment and reflection
D3. Monitor developments in practice
E.   Professional Responsibility: Occupational therapists are responsible for safe, ethical, and effective practice. They maintain high standards of professionalism and work in the best interests of clients and society.
E1. Meet legislative and regulatory requirements
E2. Demonstrate a commitment to minimizing risk
F.   Engagement with the Profession: Occupational therapists sustain the profession and its contribution to health and social systems. They remain current, respond to change, help to develop others, and contribute to practice based on evidence and research. They show leadership in all practice contexts and career stages.

F1. Contribute to the learning of occupational therapists and others
F2. Show leadership in the workplace
F3. Contribute to the development of occupational therapy
F4. Show leadership in the profession throughout the career

The proposed MOT program is designed to scaffold student learning, enriched with experiential and interprofessional learning opportunities throughout. Student knowledge and skills will be developed progressively through the program, so that each graduate leaves the program as competent entry level clinicians within the OT profession. MOT graduates will be well-rounded professionals who are (corresponding competencies are listed in brackets below):

- **Socially accountable practitioners:**

  - Demonstrate skills to advocate for health equity, social justice and inclusion that sustain occupational participation.
    (Culture, Equity and Justice, Communication and Collaboration, Engagement with the Profession)

  - Apply critically reflective professional reasoning and decision making when planning and implementing assessments and interventions at an individual, community and system level.
    (Occupational Therapy Expertise, Culture Equity and Justice, Excellence in Practice)

- **Professionally responsible practitioners:**

  - Utilize evidenced-informed, occupation-focused processes for assessment, intervention and evaluation of outcomes.
    (Occupational Therapy Expertise, Engagement in the Profession)

  - Apply culturally relevant, equitable, diverse and inclusive services promoting occupational participation in various health and social care contexts and workplace settings.
    (Culture Equity and Justice, Occupational Therapy Expertise)

- **Life-long learners:**

  - Engage in continuous quality improvement and development of self: as an occupational therapist, occupational therapy practice, and the profession through curiosity, critical reflection, and engagement in life-long learning.
    (Excellence in Practice, Engagement with the Profession)

- **Scholarly practitioners and emerging leaders:**

    o Utilize research and business or project management principles and methods through planning, conducting, evaluating and disseminating research to contribute to innovative practices relevant to occupational therapy and occupational science.
    (Engagement with the Profession, Professional Responsibility)

- **Competent practice managers:**

    o Able to prioritize, manage time, and effectively use resources to support effective, sustainable and efficient occupation-based practices.
    (Excellence in Practice, Professional Responsibility)

- **Collaborative practitioners and effective communicators:**

    o Develop collaborative therapeutic and professional relationships, demonstrating skills in shared decision-making approaches, mutual understanding, open-mindedness and humility. Demonstrate effective interactions with clients, team members and others about occupations, occupational performance; able to raise awareness of diversity.
    (Culture Equity and Justice, Communication and Collaboration)

b. Modes of Delivery, Experiential Learning Opportunities, and General Teaching Philosophy

The proposed Master of Occupational Therapy (MOT) program is thoughtfully designed to provide students with a high-quality learning experience that equips them to meet national and international standards for competent, compassionate, and ethical practice as Occupational Therapists. The program aims to cultivate socially responsible health professionals who are capable of critically appraising structures and systemic inequities that impact individuals and communities. Graduates will be prepared to apply research and provide evidence-based clinical practice, contributing uniquely to the health and well-being of the people of Saskatchewan and beyond.

The MOT program will employ dynamic pedagogical approaches that align with the School of Rehabilitation Science and College of Medicine's commitment to fostering well-rounded, adaptable, and highly skilled healthcare professionals. The program's modes of delivery will include instruction through knowledge sharing and active learning experiences integrated with academic content to provide a balance of foundational knowledge and hands-on application.

The MOT program's instructional design will scaffold learning to ensure that students progressively build their competencies across the curriculum. Each course will integrate experiential learning opportunities that align strategically with academic content, enabling learners to synthesize theoretical knowledge with hands-on practice. Research and

scholarship will also be incorporated, as required by CAOT accreditation standards, allowing learners to apply evidence-based approaches to clinical practice.

Experiential Learning

Experiential learning is embedded throughout the curriculum to enhance learners' ability to translate theoretical knowledge into meaningful, practical skills.

Examples in the MOT program could include:

- Land-based learning activities that connect learners with Indigenous perspectives on health and well-being, deepening their understanding of cultural safety and holistic care.

- Clinical placements in diverse practice settings that offer supervised opportunities to work directly with clients, ensuring learners develop adaptability and competence across various practice environments; and

- Simulation-based learning that can provide a controlled and supportive environment for practicing clinical decision-making and therapeutic interventions, building learner confidence and readiness for real-world practice.

- Clinical skills practice with individuals who have lived experience. These interactions will help students refine their communication, assessment, and intervention skills while fostering empathy, cultural humility, and a deeper understanding of culturally relevant care.

Transformative Learning

Transformative learning prompts students to "examine critically their beliefs, values, and knowledge with the goal of developing a reflective knowledge base, an appreciation for multiple perspectives, and a sense of critical consciousness and agency."[14]

Examples in the MOT program could include:

- Engagement in small-group discussions reviewing specific case studies, problem-based learning (PBL) to encourage critical thinking and collaborative problem-solving, interprofessional learning opportunities, working alongside students from other health professional programs to develop the teamwork and communication skills essential to contemporary healthcare practice.

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[14] Khedkar PD, Nair P. Transformative pedagogy: A paradigm shift in higher education. In Proceedings of Third International Conference on Multidisciplinary Research & Practice 2016 Dec 16 (pp. 332-337).

- Structured self-reflection using an e-portfolio will further promote personal and professional development by encouraging learners to continuously evaluate and refine their skills through guided reflection on their experiences.

- Collaborative activities, including peer-to-peer learning and mentorship opportunities, will further enrich the learning process by reinforcing shared knowledge and support networks.

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) focuses on creating educational environments and materials that are accessible to all students, regardless of their learning needs or styles. This aligns with the professional competencies and support that students have equitable opportunities to engage with the curriculum.

Examples of UDL in the MOT program could include:

- Varied instructional materials: using a mix of videos, podcasts, and interactive simulations to teach complex concepts.

- Collaborative and peer learning: to support students to learn from each other's perspectives and experiences

- Accessible learning environments such as strategic design on online learning platforms to ensure all students can participate fully.

- Use of technology by integrating assistive technology to support students with diverse needs.

c. Curriculum Mapping

Curriculum information can be found in the appendices**,** including a draft curriculum map, a draft competency map on how the courses reflect the Canadian Competencies for Occupational Therapists, a sample timetable (Appendix C), and draft course creation forms (Appendix D) all of which will be progressively elaborated as the proposal proceeds through the approval process.

d. Opportunities for Synthesis, Analysis, Application, Critical Thinking, and Problem-solving

As a professional program, the Master of Occupational Therapy (MOT) program will have many opportunities for synthesis, analysis, application of knowledge, critical thinking, and problem solving throughout a student's learning journey.   Specific curricular examples to demonstrate this are outlined below, however these program goals are integrated

throughout the program.

Skill	Curricular Example
Synthesis of Knowledge	Learners in the USask MOT program will synthesize knowledge in courses such as OTH 811 and OTH 812 (Foundations of Occupational Practice 1 and 2), where they integrate anatomical, psychological, and cultural competencies. These courses will encourage students to combine theoretical models with practical applications, fostering a holistic understanding of occupational therapy. Additionally, the Capstone Project (OTH 915) will require students to consolidate their learning from various courses and clinical placement experiences to address relevant clinical issues, demonstrating their ability to synthesize diverse knowledge areas.
Analysis of a Situation	The curriculum will emphasize the analysis of situations in courses such as OTH 902 and OTH 903 (Clinical Placements 2 and 3), where students will observe and participate in clinical settings. These placements will allow students to analyze client cases, considering medical, psychosocial, and environmental factors that affect occupational performance. The Context in Occupation series (OTH 801-OTH 805) will also provide opportunities for students to critically analyze how health determinants and structural inequalities impact occupational participation and outcomes.
Application of Knowledge and Skills	Students will apply their learned skills during clinical placements (OTH 902-OTH 906), where they will engage in hands-on practice under the supervision of experienced professionals. These placements will enable students to implement assessment and intervention strategies, communicate effectively with clients, and adapt their approaches based on real-world scenarios. The Advanced Clinical Practice courses (OTH 912-OTH 914) will further enhance their ability to apply skills in specialized areas such as pediatrics, mental health, and neurology.
Critical Thinking Skills	Critical thinking skills will be developed throughout the program, particularly in courses like OTH 811 and OTH 812, where students will be encouraged to question and evaluate theoretical models and evidence-based practices. The Capstone Project (OTH 915) will also play a crucial role in fostering critical thinking, as students critically appraise research, design and implement projects, and reflect on their findings. Additionally, the Context in Occupation courses (OTH 801-OTH 805) will challenge students to critically examine the impact of cultural, social, and structural factors on health and occupation.
Problem Solving Skills	Problem-solving skills will be honed through the curriculum's emphasis on real-world applications and interdisciplinary collaboration. During clinical placements (OTH 901-OTH 906), students will encounter diverse client cases that require innovative solutions and adaptive strategies. The Advanced Clinical Practice courses (OTH 912-OTH 914) will also focus on developing problem-solving abilities by presenting complex scenarios that require students to design and implement effective interventions. The holistic approach of the MOT program will ensure that students are well-equipped to address the multifaceted challenges they will face in their professional practice.

e. Breadth of the Program

Occupational Therapists work in diverse and ever-changing environments such as health care, social services, justice and school systems; they need to be accountable for their practice and demonstrate the effectiveness of their interventions in each of these settings. The Master of Occupational Therapy (MOT) program curriculum integrates foundational sciences, theory, development of a clinical skills including the therapeutic sense-of-self, practical experience, critical inquiry, and research to facilitate critical thinking, self-reflection, clinical decision-making, and relationship-focused care required for current practice in occupational therapy.

To accomplish this, the proposed MOT program incorporates a wide breadth and depth of curriculum components based on the following key elements:

Foundational knowledge requirements: Core clinical sciences such as anatomy, physiology, and human-development. Knowledge of the health-care system including medical interventions, pharmacology, as well as theoretical models, practices, and frameworks that guide occupational therapy such as equity, justice and care, and research methodology.

Clinical skills: Hands-on training in clinical skills in therapeutic processes specific to occupational therapy such as collecting background information, completing an in-depth assessment, interpreting the results, making a treatment plan with goals and recommendations, provision of therapeutic interventions, education/counselling, and completing relevant referrals or funding applications.

Advanced requirements: Integration of foundational knowledge and clinical skills courses in multifaceted situations will allow students to develop a comprehensive understanding of the complex interplay between health determinants, occupation, and occupational identity. They will understand the importance of cultural competence, utilizing ethical frameworks, and identifying structural inequalities in understanding the occupational experiences of individuals (pediatrics to older adult), communities, and systems.

Professional practice and professional identity formation: Students will review and develop their therapeutic sense-of-self and gain an understanding of the scope of the profession to form a strong occupational identity as they prepare to enter the workforce as entry-level occupational therapists.

Clinical placements: Students will be exposed early in the program to clinical experiences beginning in year one. In year two, learners will complete clinical placements in multiple practice settings across the province.

Interprofessional collaboration: Learners will participate in interprofessional educational opportunities, receive exposure to interdisciplinary teams on clinical placements and collaborate with clients, members of the community and other non-health care professionals. (i.e., learning alongside, and shadowing other SLP's, OT's, PT's and collaborating with other health and education professionals).

Research, evidence-based practice, and scholarship: Students will be equipped with the knowledge and skills needed to participate in research, for critical appraisal of current evidence-based practices, quality improvement and integrate innovative practices into their occupational therapy roles while emphasizing leadership, advocacy, professional citizenship and lifelong learning.

By incorporating these components, this comprehensive MOT program ensures that OT graduates possess the clinical skills, ethical foundations, inclusive practices, health and education systems knowledge, evidence-based mindset and professional attitudes necessary for successful and impactful careers as occupational therapists.

f. Program Connection to Learning Charter

The University of Saskatchewan Learning Charter details a number of learning pursuits that are expected of students learning in their programs. The Master of Occupational Therapy program (MOT) addresses these learning pursuits as outlined in the following table.

The pursuit of truth and understanding	The USask MOT curriculum aligns with the pursuit of truth and understanding by integrating rigorous academic coursework with practical fieldwork experiences. Occupational therapists (OTs) are trained to consider not only the medical and physical limitations of a disability or injury but also the psychosocial, emotional, spiritual, and environmental factors that affect a person's overall health and wellness. This holistic approach ensures that students develop a deep understanding of the multi-faceted nature of human health, promoting a lifelong commitment to learning and intellectual growth.
The pursuit of knowledges	The MOT curriculum emphasizes the acquisition and application of diverse knowledge, including anatomical, psychological, and cultural competencies. By incorporating courses on cultural equity, justice in healthcare, and Indigenous perspectives, the program broadens students' understanding of different knowledge systems and their relevance to occupational therapy. This comprehensive training prepares OTs to address complex health issues holistically, considering all aspects of a person's life, and enhances their ability to provide inclusive and effective care.
The pursuit of integrity and respect	Integrity and respect are foundational to the USask MOT curriculum, which instills ethical principles and professional conduct in students. Courses on ethical frameworks, professional development, and reflective practice encourage students to examine their values and biases, fostering a respectful and inclusive approach to client care. OTs play a crucial role in advising on policy, health promotion, and social justice, ensuring that graduates are prepared to uphold the highest standards of integrity and respect in their professional practice.
The pursuit of skills and practices	The curriculum is designed to equip students with the essential skills and practices needed for effective occupational therapy. Through a combination of theoretical instruction and hands-on clinical placements, students develop

	competencies in assessment, intervention, and client communication. The program's emphasis on evidence-based practice and continuous professional development ensures that students are well-prepared to adapt to evolving healthcare environments and deliver high-quality care, addressing both individual and community needs.
Individual and community pursuits	The USask MOT program supports both individual and community pursuits by fostering a sense of professional identity and community engagement. Students are encouraged to reflect on their personal and professional growth, participate in interdisciplinary collaborations, and engage with diverse communities. The curriculum's focus on leadership, advocacy, and community-based practice prepares students to contribute meaningfully to their communities and the broader field of occupational therapy. This approach aligns with the university's commitment to social responsibility and community well-being, ensuring that OTs can effectively support provincial system priorities and improve health outcomes for Saskatchewan residents.

g. Program Transferability

Students will not be able to transfer to this program from other programs.

h. Program Success Criteria

Consistent with University policies and national accreditation standards, continuous improvement strategies will be implemented as we implement and evaluate the proposed Master of Occupational Therapy (MOT) program. Evaluation metrics may include:

- The MOT program successfully achieving "accredited" status

- Faculty satisfaction (survey of faculty and instructors)

- Graduates' success on the national certification exam (e.g. pass rate on first attempt compared to national average)

- Graduate satisfaction and experience with the MOT program; one year post graduation

- Employer satisfaction and experience with Usask MOT graduates (survey to clinical placement partners)

- Change in OT numbers per capita in Saskatchewan two-five years post-graduation of initial cohort

i. Accreditation Information

National university education standards are established by the Canadian Association of Occupational Therapists (CAOT) and compliance with these standards is evaluated by the Academic Credentialing Council (ACC) on a seven-year cycle of continuous quality improvement. Only graduates of accredited programs are eligible to write the national certification examination and register with provincial regulatory organizations. As a new program, the Master of Occupational Therapy (MOT) program at the University of Saskatchewan must fulfill specified academic standards throughout the implementation phase of the program: some standards are required prior to admission of students into the program, additional standards by the mid-point of the program, and compliance with accreditation requirements must be fulfilled prior to the graduation of the first cohort. The CAOT accreditation process includes a self-study, offsite and an onsite review and a continuous quality improvement plan using the CAOT academic accreditation standards.

Once programs are deemed eligible for accreditation, there are four levels of accreditation awards granted, based on attainment of indicators within three categories: category one (pre-screening), category two (required), and category three (desirable) [15] as outlined below:

1. **Accredited, Exemplary**: Programs that meet 100% of category one and category two indicators and a minimum of 80% of category three indicators will be awarded Accredited Exemplary. These programs will also receive suggestions for continuous quality improvement and will typically not require progress report submission.
2. **Accredited**: Programs that meet 100% of category one indicators, more than 80% of category two indicators and more than 70% of category three indicators will be awarded accredited status. They will receive recommendations for continuous quality improvement and will be required to report on progress in a timeline as determined by the Academic Credentialing Council ACC. Failure to respect timeline and/or to demonstrate progress may result in the program being placed on probation.
3. **Accredited, Probationary**: Programs that meet 100% of category one, more than 60% of category two and less than 70% of category three indicators will be deemed Accredited, Probationary. The ACC will provide requirements for continuous quality improvement.
4. **Non-Accredited**: Programs which meet 100% or less of category one indicators and/or less than 60% of category two indicators will be considered non-accredited. OR a program with probationary accreditation status has failed to demonstrate progress within the specified period.

As a new Occupational Therapy program in Canada, the USask MOT program must obtain "**Eligible for Accreditation"** status prior to moving through the above accreditation awards. An onsite review will occur before the first student cohort completes the first half of the program. A full accreditation review with an off- and onsite review will take place before

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[15] The CAOT Academic Accreditation Standards and Self-Study Guide outlines a list of category 1 through 3 indicators, here: Self Study Guide

graduation of this first student cohort. The accreditation process with CAOT has been initiated and ongoing consultation with the Director of Standards at CAOT continues to occur.

To meet regulatory requirements for practice, Occupational Therapists must complete an accredited university program, including academic courses, 1000 Clinical Placement hours, and pass the National Occupational Therapy Certification Examination (NOTCE).

4. Consultation

Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?

Given the specific nature of the Master of Occupational Therapy (MOT) curriculum, it is unlikely that USask students outside of the SRS will benefit from the courses in this program. However, the MOT program, as proposed here, has been structured to maximize harmonization as much as possible with the Master of Speech-Language Pathology and Master of Physical Therapy programs. This will provide learners with exceptional interprofessional learning opportunities that prepare them for the collaborative working environment that they are likely to experience upon graduation. Having these learners understand other rehab professionals' scopes of practice and vice versa will lead to stronger collaboration between professionals and ultimately, better care for Saskatchewan residents.

Additionally, there are opportunities for MOT learners to interact and collaborate with learners and professionals outside of the SRS:

"Within the Department of Psychology & Health Studies we offer a PhD level training program in Clinical Psychology. Students in the Clinical Program interact with healthcare professionals during various practicum placements in the community, and some of these healthcare professionals include Occupational Therapists. Interprofessional training is a requirement for these students as part of the accreditation standards set out by the Canadian Psychological Association, and having a training program in Occupational Therapy would be an asset to the Clinical Program in meeting its interprofessional training requirements."

- Dr. Karen Lawson, Professor and Department Head, Department of Psychology& Health Studies

"The integration of students from these new programs into our clinical settings, through initiatives such as observerships in our dental clinic, would provide valuable experiential learning opportunities. These interactions would also prepare all our students to work more effectively in collaborative, multidisciplinary healthcare environments, ultimately benefiting the patients and communities we serve."

- Dr. Walter Siqueira, Dean and Professor, College of Dentistry

"This initiative will significantly enhance interdisciplinary collaboration, yielding benefits for our students and the broader healthcare community. We foresee substantial opportunities for interprofessional collaboration through joint research endeavours, teaching, and learning initiatives."

- Dr. Solina Richter, Dean and Professor, College of Nursing

"Introducing an Occupational Therapy program is a significant step toward improving healthcare accessibility and quality in Saskatchewan. This initiative would not only meet the growing demand for OT services but also contribute to more inclusive and collaborative care models that benefit our patients and communities. We are eager to support this endeavour and look forward to exploring ways to collaborate to advance interprofessional education and patient care."

- Dr. Kathy Lawrence, Associate Professor and Provincial Head, Department of Family Medicine

"A Bachelor of Science in Kinesiology provides an excellent grounding in the science of human movement and aligns well with the requirements of an OT program. OT is a highly desired next step for many of the graduates from the College of Kinesiology. The option to study OT here at USask would be very appealing to students in our program and provide them with an opportunity to stay in the province."

- Dani Brittain, Dean, College of Kinesiology

The MOT program has a clear career path for graduates within the rehabilitation profession. Graduates may choose to pursue additional degrees, clinical training opportunities, or change career paths in the future but the MOT program does not directly lead into other programs offered at USask or elsewhere. Students in USask undergraduate or other graduate programs may look to the MOT for a pathway to a career in an established health profession. For example, typical entry pathways into existing occupational therapy academic programs include graduates from kinesiology, sociology, psychology, arts and sciences, social science and humanities programs should they wish to continue their education and establish a career in healthcare.

List units that were consulted formally and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.

Consulted groups were provided with a background information document specific to the profession and invited to ask questions regarding the program and provide comments. A list of stakeholder meetings held can be found in Appendix E and submitted letters of support can be found in Appendix F.

Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requirements when including courses from other colleges.

The Master of Occupational Therapy (MOT) program will require anatomy and neuroanatomy content within the curriculum. We hope to harmonize this content with what the Master of Speech-Language Pathology program and renewed Master of Physical Therapy program will require. Discussions have taken place with Dr. Thomas Fisher, Department Head of Anatomy, Physiology, and Pharmacology regarding course needs of the MOT.

"Our department works closely with the School of Rehabilitation Science to deliver anatomy and neuroanatomy education to students in the Master of Physical Therapy program and we look forward to the opportunity to work together to design new courses specific to the new program."

- Dr. Thomas Fisher, Department Head of Anatomy, Physiology, and Pharmacology

"We at the CLRC are aware of the shortages of both OTs and SLPs within the province, and as our goal is to help improve the health and wellbeing of the residents of this province, we know how important these programs will be to not only the university, but the province as a whole. We look forward to collaborating with and supporting these programs."

- Mark Walkner, Director of Clinical Learning Services, University of Saskatchewan Health Sciences

Psychology courses have been identified as a pre-requisite for the USask MOT program to support student success in the program. Discussions have taken place with the Department of Psychology to collaborate regarding the pre-requisite requirements for the USask MOT program.

"Although our undergraduate classes are running at very close to capacity, we look forward to future discussions to examine ways that we can work together to provide these fundamental courses to USask students preparing for a future in Occupational Therapy."

- Dr. Karen Lawson, Professor and Department Head Psychology

List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

Ongoing engagement and support with the professional association, regulator body and accrediting body for the OT profession has formed an important part of the preparation of this proposal and program development. The SRS anticipates ongoing engagement with these organizations as we work to launch the program. Refer to Appendix E for details on

which partners, professional organizations, and accreditation bodies were consulted and/or provided a letter of support for the program.

Engagement with SCOT is important for many reasons but one of the most pressing may be in the bridging programs that may support potential international faculty recruitment.

"The development of this program for Saskatchewan residents has the potential to make a real change by advancing the recruitment and retention of occupational therapy providers both rural and remote areas throughout the province, including the northern communities. This is a huge opportunity to build a program to meet the needs of the people of Saskatchewan, while supporting Occupational Therapists (OTs) who are trained here to remain in the province to practice.

- Irving Gold, Chief Executive Officer, Canadian Association of Occupational Therapists (CAOT) & Christine Fleming Regional Director CAOT- Saskatchewan

"The development of an occupational therapy program will assist with increasing the number of occupational therapists in the province of Saskatchewan as a way of contributing to Saskatchewan's human health resource needs. A program will also strengthen the association between occupational therapy clinicians and research related to the profession. This program will create opportunities for Saskatchewan residents to train closer to their communities and has the potential to increase the diversity of the profession, which will be beneficial for those receiving services.

Our organization will continue to be engaged with the University of Saskatchewan to collaborate on common areas of interest. We will be prepared to communicate with faculty and students on regulatory matters as invited and will be involved at the appropriate level of program accreditation processes.

- Sherry Just, Executive Director / Registrar, Saskatchewan College of Occupational Therapists

"Having worked closely with both Occupational Therapists and Speech-Language Pathologists over the years, I have developed a deep appreciation for their roles in enhancing the quality of life for people across diverse age groups and backgrounds… Their work empowers individuals to achieve their fullest potential, fostering independence and supporting social integration.

The significance of these professions extends beyond physical rehabilitation into the area of mental health care. Occupational Therapy and Speech-Language Pathology are vital components in comprehensive mental health treatment, facilitating support for individuals coping with anxiety, depression, intellectual disabilities, and other mental health disorders. By integrating therapeutic approaches that address both the physical and emotional needs of patients, these programs would not only enhance the quality of care but also promote a holistic understanding of health within our academic framework."

- Dr. AG Ahmed, Provincial Department Head, Psychiatry

"Occupational Therapists play a key role in the delivery of multi and interdisciplinary care within the rehabilitation team setting. A successful program will require the support of both the University of Saskatchewan and engagement of community health care practitioners. The strong reputation of the School of Rehabilitation Sciences for commitment to evidence based health care excellence, proven record of graduate retention and visionary leadership places it in a unique position to deliver the Occupational Therapy program in the province…. Although creating a new program comes with enormous challenges, it is my view that this is a very good investment of the College of Medicine [and the] University of Saskatchewan's resources that will ensure growth and sustainability of the School of Rehabilitation Sciences and Health Care for many years to come."

- - Dr. Gary Linassi, Provincial Head, Physical Medicine and Rehabilitation

5. Budget

Funding for this program is external, via the Government of Saskatchewan. Following the submission of the business case for the programs, the Government also shared the cost of a large-scale space-audit to identify if space existed within our current Health Sciences Building to accommodate the staff, faculty, and learners of the Master of Occupational Therapy program, *The Health Science Space Optimization Study*. This study identified that there would be space available to accommodate the MOT program, if funding was provided by the government for the renovation and abatement of underutilized space within the complex. The costs related to capital, renovation and equipment (both one-time and ongoing) have been built into the program funding request to government.

Targeted funding for this program was granted in the 2024-2025 Government of Saskatchewan Budget, and formally announced on June 14, 2024, by the Ministers of Advanced Education and Health. While it is expected that the funding provided by the government will be ongoing, if funding does not continue, the program will not be able to proceed. There is no plan to support this out of existing CoM resources from operating funds.

Information about budget and financial implications is located in Appendix G.

6. College Statement

The development of the Master of Occupational Therapy (MOT) program has been a collaborative effort, guided by the strategic priorities of the School of Rehabilitation Science and the College of Medicine at the University of Saskatchewan. This proposal reflects extensive consultation with and support from faculty, university leadership, community partners, and key stakeholders to ensure the program is positioned for further development and aligned with the evolving needs of the profession and the people of Saskatchewan.

We extend our sincere gratitude to the many individuals who contributed their expertise, time, and effort to making this proposal a reality. In particular, we acknowledge numerous faculty

and staff within the SRS, the College of Medicine and USask more broadly as well as the invaluable contributions of the following:

- **Crystal Maslin**, Director of Planning and Projects, College of Medicine

- **Dr. Laureen McIntyre**, Speech-Language Pathologist, Associate Professor, and Graduate Chair, Department of Educational Psychology and Special Education

- **Liz Kuley**, Planning and Projects Specialist, College of Medicine

- **Dr. Sara Dzaman**, Educational Development Specialist (Lead, Curriculum)

Their collective efforts have been instrumental in shaping this proposal and advancing the vision for occupational therapy education in Saskatchewan.

Please note that at the School of Rehabilitation Science Faculty Council meeting on January 17, 2025, a motion to approve this proposal was made and carried.

This proposal was brought to the College of Medicine Faculty Council on January 29, 2025 for information. A letter of support from Dr. Sarah Forgie, Dean, College of Medicine can be found on the next page.

While the College of Medicine (COM) Faculty Council was not technically required to approve this proposal, there is a marked enthusiasm amongst COM colleagues, some of whom chose to provide letters of support attached in Appendix F.

7. Related Documentation and Consultation Forms

Appendix A: The Occupational Therapy Profession and impact on communities and systems

Appendix B: Communications Plan

Appendix C: Program Curricular Information

Appendix D: Course Creation Forms

Appendix E: Stakeholder Engagement

Appendix F: Letters of Support

Appendix G: Budget and Financial Implications Form

Appendix H: Library Form*

*Note that ICT requirements and Space requirements are being thoroughly managed through the larger capital project tied to the development of the MOT and MSLP. These forms (ICT Form, Capital and Space Requirements Form) are not required for this proposal.

8. Academic Programs Approval Process

Checklist of forms and consultations to be completed before submission of a *Proposal for New Programs or Curricular Change*s to Academic Programs Committee of Council

	Required Consultation/Office	Required Form (as applicable)	Date completed (if not required, briefly explain why)	Who did you meet with
1	Consultation with other colleges re: impact or similar programs		Fall 2024 and Winter 2025	See appendix E and F
2	Financial Sustainability/Tuition Review	*Budgetary and Financial Implications Worksheet*	February 12, 2025	Kyla Shea. Used standard tuition review process.
3	Consultation with Manager, Admissions and Transfer Credit	*Admissions Template*	Not required – Graduate Program	
4	Budget Consultation with Institutional Planning and Assessment	*Budgetary and Financial Implications Worksheet*	January 2025	Kyla Shea, Tiffany Page
5	Provost sign-off on Budgetary and Financial Implications Worksheet	*Budgetary and Financial Implications Worksheet*	February 28, 2025	Kyla Shea
6	Secure School Faculty Council Approval		January 17, 2025	SRS Faculty Council
7	Secure Graduate Programs Committee Approval	• *Proposal Submission to School of Rehabilitation Science Faculty Council*	January 17, 2025	
		• *Proposal for Academic or Curricular Change Form*	February 12, 2025	
		• Completion of *Physical Resource and Space Requirement Form*	Not required	Space will be accommodated via larger capital project.
		• Completion of *Library Requirement Form*	October 10, 2025	Catherine Boden, Liaison librarian for the School of Rehabilitation Science
		• Completion of *ICT Requirement Form*	Not required	Working with Ganna Tetyurenko and other senior IT and AV specialists as part of larger capital project

	Required Consultation/Office	Required Form (as applicable)	Date completed (if not required, briefly explain why)	Who did you meet with
		• Completion of *New Course Creation Forms*	February 12, 2025	See Appendix D
		• *Completion of Catalogue Entry*	February 12, 2025	Chelsea Smith
7	Secure Academic Programs Committee Approval	Full proposal	Pending – winter 2025	
8	Consultation with Registrar	*Consultation with the Registrar Form*	February 26	Chelsea Smith

APPENDIX A: The Occupational Therapy Profession and Impact on Communities and Systems

What does an Occupational Therapist do?

OTs assess changes in occupational performance and participation when disrupted by aging, nearing end of life, due to an injury, physical or mental trauma, substance misuse, illness, disability, or due to the social, institutional, or the physical environment. person – their health and their wellness.

Common interventions include:

Pediatric, child, youth and adolescent services to support those experiencing cognitive, mental health and/or physical limitations participate in meaningful activities at home, school, and within the community (e.g., sensory integration, self-regulation, provision of specialized equipment including wheelchair, and technology).

Mental health and substance use services (e.g., psychosocial interventions, targeted education, life skills, coping and social skills training, organizational skill development, and workplace mental health program development).

Health promotion, chronic disease management, and lifestyle intervention services to prevent future disease and injury when cognitive, mental or physical health is at risk (e.g., Self-management programs, counselling, cognitive behavioral therapy, motivational interviewing, introduction of productive occupations).

Collaborative care with individuals of all ages to provide cognitive, visual-perceptual and physical rehabilitation (e.g., treatment plans unique to individual goals for those with lived experience of cancer, stroke, brain injury, trauma.)

Specialty services including hand therapy, complex wheelchair seating, assistive technology consultation, autism services, driver assessments, lymphedema and decongestive therapy, behaviour therapy, low vision services, environmental adaptation, assistive devices provision, cognitive demands analysis, functional capacity evaluation, ergonomic assessments, and job coaching.

Advising various levels of government in the areas of health promotion, social justice and equity, the impacts of colonization and systemic racism, disability prevention/management, accessibility, vocational/health planning and international rehabilitation program development.

What impact does OT services and research have on communities and systems?

The value of occupational therapy in reducing overall health care costs

Rogers et al. (2017) has captured data suggesting that higher spending on occupational therapy is associated with lower readmission rates for adults with heart failure, pneumonia, and acute

myocardial infarct ultimately reducing overall health care costs[16]. Additionally in a study completed by the Society of Alberta Occupational Therapists in 2016, clients who received community based occupational therapy services were 6.5 times less likely to require ongoing care and 30 per cent less likely to use emergency department or hospital services[17].

Evidence shows occupational therapy interventions are cost-effective in treating or preventing injury and improving health outcomes in areas such as falls prevention, musculoskeletal injury, stroke rehabilitation, early intervention in developmental disabilities, respiratory rehabilitation and home care[18]. Additionally, studies have examined non-pharmaceutical therapeutic interventions such as occupational therapy and found evidence of improved ability to treat, compared to pharmaceutical interventions alone, particularly in areas such as depression and mental health, pain management and stroke rehabilitation[19, 20].

Providing early intervention and intensive rehabilitation in critical care units improves functional outcomes, decreases length of stay and improves quality of life [21, 22]. As part of the interdisciplinary team occupational therapists provide interventions in critical and acute care including cognitive, physical and mental health rehabilitation, cognitive stimulation, provision of specialized seating and pressure redistribution equipment, delirium prevention, active participation in activities of daily living to promote recovery, wound care prevention or management, and provision of education, skills training and discharge planning.

For older adults, OT interventions can delay age-related decline and reduce the risk of falls, which are significant contributors to healthcare costs both in community based and long-term care settings[23]. Studies have shown OT interventions that are activity-based maximize independence and enhance functioning leading to lasting improvements in older adults physical and mental health, social functioning, maintaining independence with daily activities and life satisfaction[24,25,26]. OT interventions for individuals experiencing dementia including environmental modification, provision of adaptive equipment, evaluation of daily routines, and restoration of physical skills have been shown to reduce the need for informal care and saves

[16] Rogers, A. T., Bai, G., Lavin, R. A., & Anderson, G. F. (2017). Higher Hospital Spending on Occupational Therapy is Associated with Lower Readmission Rates. Medical Care Research and Review, 74(6), 668-686. https://doi.org./10.1177/1077558716666981

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[18] Rexe K, Lammi BM, Zweck C von. Occupational therapy: cost-effective solutions for changing health system needs. Healthc Q Tor Ont. 2013;16(1):69–75.

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[20] Schene AH, Koeter MW, Kikkert MJ, Swinkels JA, McCrone P. Adjuvant occupational therapy for work-related major depression works: randomized trial including economic evaluation. Psychol Med. 2007 Mar;37(3):351-62. doi: 10.1017/S0033291706009366. Epub 2006 Nov 20. PMID: 17112401.

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[25] Clark, F., Jackson, J., Carlson, M., Chou, C.-P., Cherry, B. J., Jordan-Marsh, M., . . . Azen, S. P. (2012). Effectiveness of a lifestyle intervention in promoting the well-being of independently living older people: Results of the Well Elderly 2 Randomised Controlled Trial. Journal of Epidemiology and Community Health, 66, 782–790. http://dx.doi.org/10.1136/jech.2009.099754

[26] Gillespie, L. D., Robertson, M. C., Gillespie, W. J., Sherrington, C., Gates, S., Clemson, L. M., & Lamb, S. E. (2012). Interventions for preventing falls in older people living in the community. Cochrane Database of Systematic Reviews, 9. http://dx.doi. org/10.1002/14651858.CD007146.pub3

costs by improving health status and quality of life, and decreasing hospital and long-term care nursing admissions [27, 28, 29].

The value of occupational therapy using collaborative-relationship focused care and Indigenous health

Occupational therapy service can influence health, well-being and occupational justice of Indigenous (First Nations, Inuit and Metis) people. Occupational therapists understand the dynamic relationship between the person, occupation and environment. Occupational therapists spend time to develop strong and trusting relationships to provide effective, compassionate, culturally relevant and collaborative services with Indigenous peoples. For example, occupational therapists work closely with staff in Indigenous schools and communities to develop fine and gross motor skills programs for preschool to grade 3 children, implement health literacy programs, and adapt classroom activities to meet the individualized needs of the children[30,]

The OT profession continues to prioritize advancing reconciliation in OT scholarship and Indigenous Peoples' health by: working towards more Indigenous people be involved, and represented in the OT literature, requirements of national competencies on equity, justice, and inclusion, position statements and commitment statements to Indigenous peoples of Canada being informed and created by Indigenous Occupational Therapists and acknowledged by the Canadian Association of Occupational Therapists, creation of an OT Indigenous Task Force to inform national governing bodies on anti-racism and Indigenous health practices, and educational philosophies in occupational therapy, academic programs are emerging to more in alignment and inclusive of Indigenous pedagogies and promotion of Indigenous health [31].

The value of occupational therapy in mental health

According to Statistics Canada, over 5 million people have been diagnosed with a mental illness[32]. This represented a total burden of nearly 79.9 billion on the Canadian healthcare and social support system in 2021, between direct costs such as hospital stays, specialist services, and pharmaceutical interventions and indirect costs due to absenteeism, production losses, and staff turnover[33]. Mental health problems can affect people of all ages, cultures, education and income levels. Mental illness varies from person to person and can include depression, anxiety, psychosis, bipolar disorder, and post-traumatic stress and personality disorders[19].

The aim of occupational therapy services in mental health is to help all individuals develop and maintain positive mental health, prevent mental ill health, and recover from mental health

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[27] Dooley NR, Hinojosa J. Improving quality of life for persons with Alzheimer's disease and their family caregivers: brief occupational therapy intervention. Am J Occup Ther. 2004 Sep-Oct;58(5):561-9. doi: 10.5014/ajot.58.5.561. PMID: 15481783.

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[32] Stephenson, E., 2023 Mental disorders and access to mental health care "Insights on Candadian Society, Statistics Canada, Catalogue no. 75-006-X.

[33] Canadian Mental Health Association, National (2021). Fast Facts about Mental Health and Mental Illness.

challenges to live full and productive lives. By renewing previous skills and requiring new knowledge, individuals living with mental health challenges can increase their capabilities for occupational engagement and become more actively involved in their community and prevent re-admission to institutions for mental health challenges[34].

In addition, OTs can have a role in reducing stigma and improving education on mental health and mental health challenges by improving mental health literacy defined as the knowledge, beliefs and abilities that enable the recognition, management or prevention of mental health challenges. Enhanced mental health literacy can have a range of benefits including prevention, early intervention and reduction of stigma associated with mental illness[35].

The value of occupational therapy in child, adolescent, and youth mental health

A study recently completed by the SICK kids hospital in Toronto, ON showed greater stress from social isolation, including both the cancellation of important events and the loss of in-person social interactions, was strongly associated with mental health deterioration in both those with a known previous diagnosis of a mental health concern and in those children that were considered "healthy" prior to the pandemic (p.1). *"70.2 per cent of school-aged children (six to 18 years old) and 66.1 per cent of preschool-aged children (two to five years old) reported deterioration in at least one domain[36]."*

The evidence shows that in pediatric occupational therapy practice the activity-based interventions involving play, leisure, and recreation help improve children's social interaction, self-esteem, and positive feelings, and they reduce non-productive behaviors improving mental health outcomes[37,38].

The value of occupational therapy in returning to the workplace

Research indicates that occupational therapy is an important intervention in return-to-work programs; injury prevention at work, school, home, sport or play; improving chronic disease and pain management; supporting unpaid caregivers by providing valuable solutions to improve independence and balancing the stress of providing care; and providing successful rehabilitation for stroke, respiratory ailments and other forms of traumatic injury[39]. For those that are off work due to experiencing challenges with mental health, OT intervention added to treatment for major depression was indicated to be cost-beneficial and an advanced supported employment was cost-saving[40].

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[34] Canadian Association of Occupational Therapists (2024). OT Practice Document: Mental Health

[35] Society of Alberta Occupational Therapists (2021). The Role of Occupational Therapy in Mental Health.

[36] Cost, K, Crosbie, J, Anagnostou, E, Birken, C, et al. Mostly worse, occasionally better: impact of COVID-19 pandemic on the mental health of Canadian children and adolescents. *European Child & Adolescent Psychiatry* (2022) 31: 671-684

[37] Arbesman M, Bazyk S, Nochajski SM. Systematic review of occupational therapy and mental health promotion, prevention, and intervention for children and youth. Am J Occup Ther. 2013 Nov-Dec;67(6):e120-30. doi: 10.5014/ajot.2013.008359. PMID: 24195907.

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[39] Rexe K, Lammi BM, Zweck C von. Occupational therapy: cost-effective solutions for changing health system needs. Healthc Q Tor Ont. 2013;16(1):69–75.

[40] Johanson, S., Gregersen Oestergaard, L., Bejerholm, U., Nygren, C., van Tulder, M., & Zingmark, M. (2023). Cost-effectiveness of occupational therapy return-to-work interventions for people with mental health disorders: A systematic review. *Scandinavian Journal of Occupational Therapy*, *30*(8), 1339–1356. https://doi.org/10.1080/11038128.2023.2200576

The value of occupational therapy in pediatrics (infancy to youth)

The literature confirms that an activity-based approaches used by occupational therapists, in collaboration with the child, parents, and interagency teams, has a positive impact on the functional outcomes for children[41]. Occupational therapists also have a role in advocating for policy and legislation changes that requires developmental screening and surveillance, support of culturally relevant developmental monitoring, and access to necessary services.

Through collaboration within interagency teams, occupational therapists support children to transition from infancy to young adulthood with the highest level of ability. Occupational therapists promote functional abilities and participation in daily routines as the individual transitions to higher expectations within new environments [42, 43]. Occupational therapy intervention targeted at early childhood development provides opportunity for early assessment and intervention optimizing skills and abilities to maximize independence and community resources as children age and reducing the need for health care services later in the future [26].

The value of occupational therapy in correctional and justice services

Evidence suggests that occupational therapy programming in correctional facilities focused on life skill development in: interpersonal communication, employment, finance, leisure, and community resources increased acquisitions of skills required for community reintegration[44,45]. Other interventions provided by occupational therapists can meet the needs of those involved with the criminal justice system include:

- functional assessments related to pre-sentencing reports, probation plans, and work skills,
- facilitate transitions form prison to alternative living environments and community
- skill building related to life, vocational, social, healthy living, peer supports, and handling stigma
- early intervention in schools to address the needs of those at risk of entering the criminal justice system

The value of occupational therapy in oncology cancer care, and end of life care

Adult cancer survivors are significantly more likely to report being in fair or poor health, have comorbidities, one or more limitations in activities of daily living, and poorer functional status when compared with similar age adults without a cancer diagnosis[46]. Cancer-related disability arises from these limitations and puts adults with cancer at a higher risk for long-term disability, institutionalization, and overall increased mortality. Occupational therapy is specifically designed to evaluate and treat functional deficits, yet it remains underused in cancer care.

[41] Blight, M, Lundell, L, Clark, L, Britz, E, Dinsdale, K, Gervais, A, Bitz, K. (2021) Occupational Therapy for Children in Saskatchewan- Resource Document. Saskatchewan Society of Occupational Therapists and Saskatchewan Pediatric Occupational Therapy Practice Network.

[42] Stephanie Beisbier, Susan Cahill; Occupational Therapy Interventions for Children and Youth Ages 5 to 21 Years. *Am J Occup Ther* July/August 2021, Vol. 75(4), 7504390010. doi: https://doi.org/10.5014/ajot.2021.754001

[43] Bonnie R. W. Riley, Stephanie L. de Sam Lazaro; Role of Occupational Therapy in Pediatric Primary Care: Promoting Childhood Development. *Am J Occup Ther* November/December 2021, Vol. 75(6), 7506090010. doi: https://doi.org/10.5014/ajot.2021.756002

[44] Dillon MB, Dillon TH, Griffiths T, Prusnek L, Tippie M. The Distinct Value of Occupational Therapy in Corrections: Implementation of a Life Skills Program in a County Jail. *Annals of International Occupational Therapy*. 2020;3(4):185-193. doi:10.3928/24761222-20200309-01

[45] Berardi A, Galeoto G, Simeon R, Bandiera R, Sellitto G, Seco Calvo JÁ, González-Bernal J. The role and effectiveness of occupational therapy in prison rehabilitation programs: systematic review. Int J Prison Health (2024). 2024 May 29;20(2):226-239. doi: 10.1108/IJOPH-07-2023-0038. PMID: 38984604.

[46] Pergolotti M, Williams GR, Campbell C, Munoz LA, Muss HB. Occupational Therapy for Adults With Cancer: Why It Matters. Oncologist. 2016 Mar;21(3):314-9. doi: 10.1634/theoncologist.2015-0335. Epub 2016 Feb 10. PMID: 26865588; PMCID: PMC4786355.

Occupational therapy interventions also improve life satisfaction and participation in one's life roles, pain control, and overall mental health[44].

At end-of-life, occupational therapy plays an important role in supporting individuals, their family, and caregivers in maintaining and fostering participation, and quality of life in the process of dying. OT values client centered, holistic and culturally relevant approaches that involve reframing and tailoring interventions to adapt to the client's changing goals, as well as addressing the client's physical, social, emotional and spiritual needs and meaningful occupational participation. Occupational therapists support and educate individuals, their families, and caregivers about the importance of remaining engaged in occupations, work with individuals to address activity, psychological, and emotional challenges associated with end of life, promote comfort and dignity in dying with provision of splints and pressure relieving devices, seating and mobility, assistive equipment, and environmental modification[47, 48].

[47] Canadian Association of Occupational Therapists (2021) Occupational Therapy and End of Life Care.
[48] End-of-Life Care and the Role of Occupational Therapy. *Am J Occup Ther* November/December 2023, Vol. 77(Supplement 3), 7713410210. doi: https://doi.org/10.5014/ajot.2023.77S3002

APPENDIX B: Communications Plan

Master of Occupational Therapy Communications Plan (Draft)

COMMUNICATIONS GOAL

To increase stakeholder interest in and engagement with the new Master of Occupational Therapy (MOT) program and to ensure interested and qualified students apply to the program.

COMMUNICATIONS OBJECTIVES

1. Increase stakeholder awareness of the MOT program and ensure that questions about it are easily answerable.
2. Generate interest in the program, awareness of the profession, and ensure qualified applicants have the information needed to apply.
3. Enhance the reputation of the College of Medicine, the School of Rehabilitation Science, and its relationships with partners.

KEY AUDIENCES

- Provincial government (Ministry of Health, Ministry of Advanced Education)
- USask, College of Medicine and School of Rehabilitation Science leadership, faculty, and staff
- Organizations/associations (e.g., Saskatchewan Health Authority, Canadian Association of Occupational Therapists (CAOT), CAOT-SK, regulatory bodies) and practicing Saskatchewan OTs
- Interested and qualified prospective students (e.g., current USask students and alumni, students from elsewhere)
- General public
- Media
- Others (e.g., collaborating Canadian universities)

SPOKESPEOPLE

- Dr. Sarah Forgie, Dean, College of Medicine
- Dr. Brenna Bath, Director and Professor, School of Rehabilitation Science

TACTICS AND TIMELINES

Tactic	Audience	Time/Frequency	Other information
Internal updates	USask, CoM, SRS leadership, faculty and staff	Ongoing updates, key milestones	Dean's updates, committee meetings, provost report, monthly SRS staff meetings, etc.

Tactic	Audience	Time/Frequency	Other information
Government updates	Provincial government	Quarterly	
Media releases or stories	All audiences	1. Program approval (Spring 2025) 2. Applications launch (Fall 2025) 3. Program launch (Fall 2026)	Releases and stories to be posted on the USask, CoM and SRS news pages.
Digital: Website	All audiences, specifically interested and qualified prospective students	Spring to summer 2025	Development of a program and profession page on the SRS website, program page on grad.usask.ca, and admissions page.
Digital: Social media (CoM and SRS platforms)	All audiences, specifically interested and qualified prospective students	Updates at key milestones	
Digital advertising	Interested and qualified prospective students	Summer/Fall 2025	Targeted digital advertising campaign to build awareness in advance and during the admissions window.
Career fairs, information sessions and town halls	Interested and qualified prospective students; organizations/associations, and practicing Saskatchewan OTs	Spring to Fall 2025, and ongoing	In person and virtual
USask e-publications (e.g., OCN, Green and White, CoM e-News, SRS newsletter)	USask, CoM, SRS leadership, faculty and staff; interested and qualified prospective students	USask e-publications at key milestones, CoM/SRS regular progress updates	
External e-publication (OT SLP newsletter)	Organizations/associations, and practicing Saskatchewan OTs	Quarterly and at key milestones	Provides regular updates on the program development to interested industry professionals.

Tactic	Audience	Time/Frequency	Other information
Video and photography assets	All audiences, specifically interested and qualified prospective students	Spring/Summer 2025	Program video and clips for use on social media. Photography for use in digital and marketing materials.
Marketing materials/brand assets (e.g., brochures, posters, fact sheets etc.)	All audiences	Spring/Summer 2025	Material to support awareness building and outreach efforts.
Campus display screens, PAWS announcements	USask, CoM, SRS leadership, faculty and staff; interested and qualified prospective students	Fall 2025 (admissions window)	
Promotional materials (e.g., banners, booth, table-top displays, tablecloth)		Spring 2025	

Progress will be measured through:
- Student applications (number of qualified students)
- Media coverage
- Digital monitoring and metrics
- Interest via direct emails
- Positive engagement with stakeholders

APPENDIX C: Program Curriculum Information

To comply with academic accreditation requirements and to prepare competent entry level graduates, the core faculty recruited to the program will create and elaborate on a program framework including an overall mission and vision for the program. The combined clinical placement experience and delivery of quality academic content will be based on educational and professional conceptual frameworks consistent with the overall program vision and mission[49]. The academic content must include the requirements needed for the breadth and depth of knowledge specific to the profession including occupation and occupational therapy (60% of curriculum content), biomedical/psychological/sociological and investigative sciences (10 to 30% of curricular content) and social perspectives on health (10-30% of curricular content)[50].

To support meeting accreditation and competency requirements for entry level graduates, the proposed MOT curriculum was conceptualized around the following core themes: (a) theories of **occupation and context** (environment, culture, political governance, time, social relationships) their impact on each other and their dynamic relationship with health and well-being across the lifespan; (b) **human capacity for participation** and how transactions of mental, physical, emotional and social structures and processes shape the capacity for human participation; (c) **ethics, justice and care** to understand human diversity and demonstrate respect and interest in in all its forms; (d) **therapeutic processes** to understand the application, effective provision and critique of occupational therapy services, including screening, therapeutic use of self, consultation, evaluation, and advocacy; (e) **leadership and collaboration** to understand the value of and need for occupational therapy practitioners to collaborate, establish effective relationships and participate in lifelong professional development; (f) **inquiry, scholarship and innovation** where inquiry is as a process to disseminate knowledge and support innovation and skill development applicable to issues of scholarship about occupation, evidence-based practices and the ongoing critical appraisal of the relevance of those practices to individuals as well as the communities and contexts in which they participate; (g) **self-directed, experiential learning** framework.

The proposed program curriculum integrates foundational sciences, theory, practical experience, Indigenous perspectives, and research to facilitate critical thinking and culturally relevant clinical decision-making skills needed for current practice in Occupational Therapy. A high-level program map can be found on the following page.

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[49] Canadian Association of Occupational Therapists Academic Accreditation Standards and Self-Study Guide (2022).
[50] World Federation of Occupational Therapists (2016). Minimum Standards for the Education of Occupational Therapists

Proposed Master of Occupational Therapy Program Curriculum Map (draft for class of 2026-2028)

The USask MOT program is a full-time graduate program, and students are expected to be able to attend classes as scheduled between 8:30AM and 4:30PM Monday through Friday. Typically, classes will run 8:30-12:30 and 1:30-3:00pm and average 25 hrs/week. Clinical placements are scheduled in accordance with the assigned agency, and will average 37.5 hrs/week.

	Year 1 - Module 1 -Fall September x - December x 2026			Year 1 - Module 2 - Winter January x – April x 2027	Year 1 - Module 3 May X – May X 2027	Year 1 - Module 4 - Spring May X – June X 2027		Year 1 - Module 5 (Summer)	
2 days	12 weeks – 2 days (reading week off) (OTH 901 CP 1)		Dec19 – Jan 4	12 weeks (February break off)	5 weeks	6 weeks	1 day	4 weeks asynchronous	
Orientation to Program and Term 1	OTH 811 Foundations of OT Practice 1 (with EBP Module) (17 CU – 19 hrs/week)	OTH 901 – Clinical Placement 1 1CU	Vacation	OTH 812 Foundations of OT Practice 2 (with EBP Module) (17 CU – 19 hrs/week)	OTH 902 Clinical Placement 2 5 CU	OTH 911 Introduction to OT Clinical Practice (EBP Module) (10 CU – 22hrs/week)	Project Work Note: Capstone conference attendance compulsory	OTH 813 Bridging Clinical Foundations (3 CU –9 hs/week)	
	OTH 801 Context in Occupation 1 (with Professional Development Module) (6 CU – 6 hrs/week)			OTH 802 Context in Occupation 2 (with Professional Development Module) (6 CU – 6 hrs/week)		OTH 803 Context in Occupation 3 (with Professional Development Module) (3 CU – 6 hrs/week)			

	Year 2 -Module 6 - Fall Sept X- December X 2027		Year 2 – Module 7 - Winter January X – April X 2028		Year 2 – Module 8 -Spring/Summer May X – July X 2028	Year 3 Module 9 -FALL September X- November X 2028	
	12 weeks (reading week off)	Dec19 – Jan 4	6 weeks	6 weeks	12 weeks	6 weeks	6 weeks
	OTH 912 Advanced OT Clinical Practice: Children, Adolescents and Youth (9 CU – 8hrs/week)	Vacation	OTH 903 Clinical Placement 3 6 CU	OTH 904 Clinical Placement 4 6CU	OTH 915 Capstone Project: Consolidation of EBP & OT Clinical Practice (9 CU – 16 hrs/week)	OTH 905 Clinical Placement 5 6CU	OTH 906 Clinical Placement 6 6CU
	OTH 913 Advanced OT Clinical Practice: Adults & Older Adults (9 CU – 8hrs/week)						
	OTH 914 Advanced OT Clinical Practice: Mental Health (9 CU – 8hrs/week)						
	OTH 804 Context in Occupation 4 (with Professional Development Module) (3 CU – 3 hrs/week)				OTH 805 Context in Occupation 5 (with Professional Development Module) (9 CU – 9 hrs/week)		

Proposed Master of Occupational Therapy Program Competency Map (draft for class of 2026-2028)

Competency Map — Competencies for OTs in Canada

Domain	Competency	OTH 811 Foundations of Occupational Therapy Practice 1	OTH 801 Context in Occupation 1	OTH 901 Clinical Placement 1	OTH 812 Foundations of Occupational Therapy Practice 2	OTH 802 Context in Occupation 2	OTH 902 Clinical Placement	OTH 911 Introduction to OT Clinical Practice	OTH 803 Occupation in Context 3	OTH 813 Bridging Foundations	OTH 912 Advanced Clinical Practice: Child, Adolescents and Youth	OTH 913 Advanced Clinical Practice: Adults & Older Adults	OTH 914 Advanced Clinical Practice: Mental Health	OTH 804 Context in Occupation 4	OTH 903 & 904 Clinical Placement 3 & 4	OTH 915 Capstone Project	OTH 805 Context in Occupation 5	OTH 905 & 906 Clinical Placment 5 & 6
A. Occupational Therapy Expertise	A1. Establish trusted professional relationships with clients			X			X	X			X	X	X		X			X
	A2. Use occupational analysis throughout practice	X	X	X	X	X		X	X	X	X	X	X		X			X
	A3. Determine client's needs and goals for occupational therapy services	X		X	X	X		X		X	X	X	X		X			X
	A4. Assess occupational participation			X	X	X		X		X	X	X	X		X			X
	A5. Develop plans with clients to facilitate occupational participation	X			X	X		X			X	X	X	X	X	X		X
	A6. Implement the occupational therapy plan				X	X					X	X	X		X	X		X
	A7. Manage the assignment of services to assistants and others										X	X	X		X			X
B. Communication and Collaboration	B1. Communicate in a respectful and effective manner			X	X	X		X		X	X	X	X		X		X	X
	B2. Maintain professional documentation			X				X			X	X	X		X			X
	B3. Collaborate with clients, other professionals, and stakeholders			X	X			X		X	X	X	X		X		X	X
C. Culture, Equity, and Justice	C1. Promote equity in practice	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	
	C2. Promote anti-oppressive behaviour and culturally safer, inclusive relationships	X	X	X	X	X		X			X	X	X	X	X	X		X
	C3. Contribute to equitable access to occupational participation and occupational therapy	X	X	X	X	X		X			X	X	X	X	X		X	X
D. Excellence in Practice	D1. Engage in ongoing learning and professional development			X	X		X		X	X				X			X	X
	D2. Improve practice through self-assessment and reflection			X	X		X	X	X	X	X		X	X	X		X	X
	D3. Monitor developments in practice	X			X	X		X			X		X	X	X	X	X	X
E. Professional Responsibility	E1. Meet legislative and regulatory requirements			X	X	X		X			X		X	X	X	X	X	X
	E2. Demonstrate a commitment to minimizing risk						X	X										X
F. Engagement with the Profession	F1. Contribute to the learning of occupational therapists and others						X			X	X		X	X		X	X	X
	F2. Show leadership in the workplace			X	X			X	X							X	X	X
	F3. Contribute to the development of occupational therapy	X			X			X								X	X	X
	F4. Show leadership in the profession throughout the career							X			X		X			X	X	X

APPENDIX D: Course Creation Forms

This section includes course creation forms for new courses developed for the MOT program.

Module 1	**Module 2**
OTH 811.17 – Foundations of Occupational Therapy Practice 1	OTH 812.17 – Foundations of Occupational Therapy Practice 2
OTH 801.6 – Context in Occupation 1	OTH 802.6 – Context in Occupation 2
OTH 901.1 – Clinical Placement 1	
Module 3	**Module 4**
OTH 902.5 – Clinical Placement 2	OTH 911.10 – Introduction to Occupational Therapy Clinical Practice
	OTH 803.3 – Context in Occupation 3
Module 5	**Module 6**
OTH 813.3 – Bridging Clinical Foundations	OTH 912.9 – Advance OT clinical Practice: Children, Adolescents and Youth
	OTH 913.9 – Advance OT Clinical Practice: Adults and Older Adults
	OTH 914.9 – Advance OT Clinical Practice in Mental Health
	OTH 804.3 – Context in Occupation 4
Module 7	**Module 8**
OTH 903.6 – Clinical Placement 3	OTH 915.9 - Capstone Project
OTH 904.6 – Clinical Placement 4	OTH 805.9 – Context in Occupation 5
Module 9	**Continuous Enrollment**
OTH 905.6 – Clinical Placement 5	OTH 990.0 - Occupational Therapy Professional Development
OTH 906.6 - Clinical Placement 6	

	University of Saskatchewan	**New Course** **Proposal & Creation Form**

1. Approval by Department Head or Dean
- 1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
- 1.2   Department with academic authority: **School of Rehabilitation Science**
- 1.3   Term from which the course is effective: **Fall 2026**

2. Information required for the Catalogue
- 2.1   Label & Number of course: **OTH 901**
- 2.2   Academic credit units: **1 (1 cu = 37.5 hours of clinical placement)**

- 2.3   Course Long Title (maximum 100 characters): **Clinical Placement 1**
  Course Short Title (maximum 30 characters): **Clinical Placement 1**

- 2.4   Total Hours: Lecture   Seminar   Lab   Tutorial   Other **37.5***

- 2.5   Weekly Hours: Lecture   Seminar   Lab   Tutorial   Other **37.5***

  *These are clinical placement hours where students learn and practice in (supervised) clinical settings

- 2.6   Term in which it will be offered: **T1**   T2   T1 or T2   T1 and T2

- 2.7   Prerequisite: **None. For MOT students only.**

  If there is a prerequisite waiver, who is responsible for signing it? **N/A**
  D – Instructor/Dept Approval
  H – Department Approval
  I – Instructor Approval

- 2.8   Catalogue description (150 words or less):
  This course introduces students to clinical education in Occupational Therapy. Students will gain exposure to the profession by observing professional OTs in a practice setting. This helps students establish a foundational understanding of occupational therapy (OT) practice, which they can expand upon during classroom and lab learning, ultimately preparing them for future clinical placements.

- 2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new Master of Occupational Therapy (OT) program within School of Rehabilitation Science.**

  At this early stage, students gain exposure to the profession by observing professional OTs in a practice setting. This supports the students to create a context for OT practice that can be built upon during classroom and lab learning and set a foundation for future placements.

4. **Please list the learning objectives for this course:**

    Note that these learning objectives are preliminary and will be updated as faculty members are onboarded and further develop curriculum.
    1. Demonstrate introductory observation skills required for occupational therapy processes.
    2. Identify occupational therapy roles in a particular practice setting.
    3. Demonstrate professional engagement in a particular practice setting.
    4. Demonstrate effective communication with clients and team members in a particular practice setting.

5. **Impact of this course**
    Are the programs of other departments or Colleges affected by this course? **N/A**
    If so, were these departments consulted? (Include correspondence)
    Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
    6.1   Courses to be deleted? **None**
    6.2   Courses for which this course will be a prerequisite? **Does not apply.**
    6.3   Is this course to be required by your majors, or by majors in another program? **Yes. Required by the MOT program.**

7. **Course outline**
    (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
    8.1   What is the maximum enrolment number for this course? And from which colleges?
          School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

    8.2 For room bookings, please indicate the maximum estimated room size required for this course:
    ☑ 10-50*
    ☐ 50-90
    ☐ 90-130
    ☐ 130+

    *For scheduled activities within School of Rehabilitation Science.

9. **Student evaluation**
    Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

    9.1   How should this course be graded?
          C – Completed Requirements
          (Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **Yes**

10. **Required text**
Include a bibliography for the course. **N/A**

11. **Resources**
11.1 Proposed instructor: **Academic Lead Clinical Education & Community Affairs and Occupational Therapy Clinical Coordinator.**
11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program.**

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program tuition is assessed per term.**
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" <u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees</u> **No**

<u>Detailed Course Information</u>

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	**Clinical**	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision

LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts
HUM Humanities
SCIE Science
SOCS Social Science
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

	New Course
UNIVERSITY OF SASKATCHEWAN	**Proposal & Creation Form**

1. Approval by Department Head or Dean
- 1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Spring 2027**

2. Information required for the Catalogue
- 2.1 Label & Number of course: **OTH 902**
- 2.2 Academic credit units: **5 (1 cu = 37.5 hours of clinical placement)**

- 2.3 Course Long Title (maximum 100 characters): **Clinical Placement 2**
  Course Short Title (maximum 30 characters): **Clinical Placement 2**

- 2.4 Total Hours: Lecture Seminar Lab Tutorial Other **187.5***

- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other **37.5***

  *These are clinical placement hours where students learn and practice in (supervised) clinical settings

- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 **Spring**

- 2.7 Prerequisite: **None. For MOT students only.**

  If there is a prerequisite waiver, who is responsible for signing it? **N/A**
  D – Instructor/Dept Approval
  H – Department Approval
  I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

  Students will gain practical learning experience in approved facilities and community agencies to apply and integrate the core knowledge and skills of occupational therapy. At this early stage, students further develop foundational knowledge in OT by observing and practicing introductory clinical skills with professional OTs in a practice context.

- 2.9 Do you allow this course to be repeated for credit? **No**

3. **Please list rationale for introducing this course: Development of new Master of Occupational Therapy (OT) program within School of Rehabilitation Science.**

4. **Please list the learning objectives for this course:**
   Note that these learning objectives are preliminary and will be updated as faculty members are onboarded and further develop curriculum.

   This period bridges theory and practice, allowing students to apply observation skills, professionalism and communication skills and for successful client interactions. They gain firsthand insight into OT roles within clinical teams, setting a strong foundation for future placements.

   1. **Demonstrate observational skills, ethical and culturally relevant practice, and effective communication with clients and team members.**

   2. **Apply foundational occupational therapy knowledge and skills in practice settings through guided supervision.**

   3. **Build collaborative therapeutic relationships and gain insight into OT roles with diverse populations in varied practice environments.**

   4. **Receive and respond to constructive feedback.**

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? **N/A**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1   Courses to be deleted? **None**
   6.2   Courses for which this course will be a prerequisite? **Does not apply.**
   6.3   Is this course to be required by your majors, or by majors in another program? **Yes. Required by the OT program.**

7. **Course outline**
   (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
   8.1   What is the maximum enrolment number for this course? And from which colleges?
          School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

   8.2 For room bookings, please indicate the maximum estimated room size required for this course:
   ✔ 10-50*
   ☐ 50-90
   ☐ 90-130
   ☐ 130+

   *For scheduled activities within School of Rehabilitation Science.

9. **Student evaluation**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

   9.1   How should this course be graded?
            C – Completed Requirements
            (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
            N – Numeric/Percentage
            (Grade options for instructor: grade of 0% to 100%, IP in Progress)
            P – Pass/Fail
            (Grade options for instructor: Pass, Fail, In Progress)
            S – Special
            (Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

   9.2   Is the course exempt from the final examination? **Yes**

10. **Required text**
    Include a bibliography for the course. **N/A**

11. **Resources**
    11.1   Proposed instructor: **Academic Lead Clinical Education & Community Affairs and Occupational Therapy Clinical Coordinator.**
    11.2   How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program.**

    11.3   Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

    11.4   Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
    12.1   Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program tuition is assessed per term.**
    12.2   Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description

CL	**Clinical**	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1   NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
FNAR   Fine Arts
HUM   Humanities
SCIE   Science
SOCS   Social Science
ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1   Permission Required:
3.2   **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3   Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4   Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5   Corequisite(s): course(s) that must be taken at the same time as this course
3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

    4.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

    5.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

	New Course
UNIVERSITY OF SASKATCHEWAN	**Proposal & Creation Form**

1**. Approval by Department Head or Dean**
   1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
   1.2   Department with academic authority: **School of Rehabilitation Science**
   1.3   Term from which the course is effective: **Winter 2028**

2. **Information required for the Catalogue**
   2.1   Label & Number of course: **OTH 903**
   2.2   Academic credit units: **6 (1 cu = 37.5 hours of clinical placement)**

   2.3   Course Long Title (maximum 100 characters): **Clinical Placement 3**
         Course Short Title (maximum 30 characters): **Clinical Placement 3**

   2.4   Total Hours: Lecture   Seminar   Lab   Tutorial   Other **225***

   2.5   Weekly Hours: Lecture   Seminar   Lab   Tutorial   Other **37.5***

         ***These are clinical placement hours where students learn and practice in (supervised) clinical settings**

   2.6   Term in which it will be offered: T1   **T2**   T1 or T2   T1 and T2

   2.7   Prerequisite: **None. For MOT students only.**

   If there is a prerequisite waiver, who is responsible for signing it? **N/A**
   D – Instructor/Dept Approval
   H – Department Approval
   I – Instructor Approval

   2.8   Catalogue description (150 words or less):

   **Students will gain practical experience in approved facilities and community agencies to apply
   and integrate knowledge and skills of occupational therapy. Following in-class preparation in
   communication, culturally relevant practices, and OT assessment, students are expected to be
   active participants, conducting assessments, applying emerging concepts of clinical reasoning,
   and building therapeutic relationships with a more complex caseload relevant to the content
   from previous courses.**

   2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new Master of Occupational
     Therapy (OT) program within School of Rehabilitation Science.**

Following in-class preparation in communication, culturally relevant practices, and OT assessment, students move from observers to active participants, conducting assessments, emerging concepts of clinical reasoning and building therapeutic relationships. This placement is essential for building confidence and applying inclusive practice.

4.   **Please list the learning objectives for this course:**
Note that these learning objectives are preliminary and will be updated as faculty members are onboarded and further develop curriculum.
   1.   **Demonstrate and apply professional knowledge, skills, and attitudes.**

   2.   **Establish collaborative therapeutic relationships with clients using culturally relevant communication strategies.**

   3.   **Demonstrate clinical reasoning by analyzing client needs under supervision.**

   4.   **Demonstrate and integrate applicable work skills including time management and caseload prioritization with supervision.**

   5.   **Apply inclusive practices during all therapeutic processes including referral analysis, assessment, planning, implementation and evaluation of intervention, discharge planning and follow up to address client needs.**

   6.   **Integrate constructive feedback into performance.**

5.   **Impact of this course**
Are the programs of other departments or Colleges affected by this course? **N/A**
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal? **N/A**

6.   **Other courses or program affected** (please list course titles as well as numbers)
   6.1   Courses to be deleted? **None**
   6.2   Courses for which this course will be a prerequisite? **Does not apply.**
   6.3   Is this course to be required by your majors, or by majors in another program? **Yes. Required by the OT program.**

7.   **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8.   **Enrolment**
   8.1   What is the maximum enrolment number for this course? And from which colleges?
      School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

   8.2 For room bookings, please indicate the maximum estimated room size required for this course:
   ✔ 10-50*
   ☐ 50-90

☐ 90-130
☐ 130+

∗For scheduled activities within School of Rehabilitation Science.

9. **Student evaluation**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

   9.1   How should this course be graded?
         C – Completed Requirements
         (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
         N – Numeric/Percentage
         (Grade options for instructor: grade of 0% to 100%, IP in Progress)
         P – Pass/Fail
         (Grade options for instructor: Pass, Fail, In Progress)
         S – Special
         (Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

   9.2   Is the course exempt from the final examination? **Yes**

10. **Required text**
    Include a bibliography for the course. **N/A**

11. **Resources**
    11.1 Proposed instructor: **Academic Lead Clinical Education & Community Affairs and Clinical Coordinator.**
    11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program.**

    11.3   Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

    11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
    12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program tuition is assessed per term.**
    12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	**Clinical**	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1   NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR   Fine Arts
HUM   Humanities
SCIE   Science
SOCS   Social Science
ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1   Permission Required:
3.2   **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3   Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4   Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5   Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

UNIVERSITY OF SASKATCHEWAN	**New Course** **Proposal & Creation Form**

1**. Approval by Department Head or Dean**
- 1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2026**

2. **Information required for the Catalogue**
- 2.1 Label & Number of course: **OTH 801**
- 2.2 Academic credit units: **6**

- 2.3 Course Long Title (maximum 100 characters): **Context in Occupation 1**
  Course Short Title (maximum 30 characters): **Context in Occupation 1**

- 2.4 Total Hours: Lecture **36** Seminar **36** Lab Tutorial Other

- 2.5 Weekly Hours: Lecture **3** Seminar **3** Lab Tutorial Other

- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2

- 2.7 Prerequisite: **None. For MOT students only**

  If there is a prerequisite waiver, who is responsible for signing it? **N/A**
  D – Instructor/Dept Approval
  H – Department Approval
  I – Instructor Approval

- 2.8 Catalogue description (150 words or less):
  The course is designed to provide students with a comprehensive understanding of the complex interplay between health determinants, occupation, and occupational identity. This course emphasizes the importance of culturally relevant practice, ethical frameworks, and structural inequalities that shape the occupational experiences of diverse populations. Students will explore personal values and professional growth, preparing them for effective practice in occupational therapy.

- 2.9 Do you allow this course to be repeated for credit? **No**

3. **Please list rationale for introducing this course: Development of new Master of Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

4. **Please list the learning objectives for this course:**
   Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.
   1. **Define key determinants of health and their relationship to occupation and occupational identity.**
   2. **Identify how cultural, social, and structural factors contribute to health inequities and occupational opportunities.**
   3. **Apply foundational cultural competencies to understand and respect diverse occupational identities.**
   4. **Explore ethical frameworks and their relevance in promoting equity and justice in occupational therapy.**
   5. **Analyze the impact of structural inequalities on health and occupation, integrating Indigenous perspectives and practices.**
   6. **Explore personal values and beliefs and their impact on the development of the therapeutic sense of self and a professional identity in occupational therapy.**
   7. **Identify the foundational competencies of occupational therapy practice and their relevance to personal professional goals.**
   8. **Identify ethical principles and how they shape decision-making and professional conduct.**
   9. **Develop basic therapeutic communication skills and integrate them into reflective practice.**
   10. **Reflect on personal and professional experiences to foster self-awareness and readiness for initial clinical placement.**
   11. **Initiate an e-portfolio to encourage students to document and critically reflect on their personal values, beliefs, and potential biases as they build an understanding of sense of self as a person and as an occupational therapist in the evolution of creating a professional identify. This e-portfolio will be used for self-reflection throughout the program.**

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? **N/A**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1 Courses to be deleted? **None**
   6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
   6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7. **Course outline**
   (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
   8.1 What is the maximum enrolment number for this course? And from which colleges?
   School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

- ✔ 10-50
- ☐ 50-90
- ☐ 90-130
- ☐ 130+

9. **Student evaluation**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

   9.1   How should this course be graded?
   C – Completed Requirements
   (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
   N – Numeric/Percentage
   (Grade options for instructor: grade of 0% to 100%, IP in Progress)
   P – Pass/Fail
   (Grade options for instructor: Pass, Fail, In Progress)
   S – Special
   (Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

   9.2   Is the course exempt from the final examination? **No. Exam timetable will be developed internally to the SRS.**

10. **Required text**
    Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**
    11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
    11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program. Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.**
    11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**
    11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
    12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program tuition, assessed per term.**
    12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
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ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1   NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
FNAR   Fine Arts
HUM   Humanities
SCIE   Science
SOCS   Social Science
ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1   Permission Required:
3.2   **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3   Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4   Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

3.5   Corequisite(s): course(s) that must be taken at the same time as this course

3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*Please note: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

*Please note: SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

	New Course Proposal & Creation Form
UNIVERSITY OF SASKATCHEWAN	

1**. Approval by Department Head or Dean**
  1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
  1.2   Department with academic authority: **School of Rehabilitation Science**
  1.3   Term from which the course is effective: **Winter 2027**

2. **Information required for the Catalogue**
  2.1   Label & Number of course: **OTH 802**
  2.2   Academic credit units: **6**

  2.3   Course Long Title (maximum 100 characters): **Context in Occupation 2**
        Course Short Title (maximum 30 characters): **Context in Occupation 2**

  2.4   Total Hours: Lecture **36**   Seminar   Lab **36**   Tutorial   Other

  2.5   Weekly Hours: Lecture **3**   Seminar   Lab **3**   Tutorial   Other

  2.6   Term in which it will be offered: T1   **T2**   T1 or T2   T1 and T2

  2.7   Prerequisite: **None. For MOT students only.**

  If there is a prerequisite waiver, who is responsible for signing it? **N/A**
  D – Instructor/Dept Approval
  H – Department Approval
  I – Instructor Approval

  2.8   Catalogue description (150 words or less):
        Students will explore the determinants of health and analyze their influence on diverse populations and impact on occupational participation and well-being. Students will engage in critical analysis of occupation and occupational therapy practices to develop an understanding of occupational therapy's role in supporting individuals across varied environments and contexts, aiming to maximize participation in meaningful occupations and promote health equity.

  2.9   Do you allow this course to be repeated for credit? **No**

3.   Please list rationale for introducing this course: **Development of new OT program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

4. **Please list the learning objectives for this course:**
    Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

    1. **Analyze the impact of the determinants of health on occupational participation, with an emphasis on mental, physical, social, psychosocial, and environmental factors.**
    2. **Identify and describe the occupational challenges faced by diverse populations, including barriers that limit participation and the potential impacts on well-being.**
    3. **Assess commonly used standardized assessment tool and activity analysis tools may create biases by using critical inquiry.**
    4. **Evaluate how varying capabilities among populations influence access to health and participation in occupations.**
    5. **Apply occupational therapy frameworks to propose strategies that enhance engagement and mitigate barriers to occupation.**
    6. **Explain evidence informed and inclusive approaches in occupational therapy interventions that challenge traditional practices to support occupational participation.**

5. **Impact of this course**
    Are the programs of other departments or Colleges affected by this course? **N/A**
    If so, were these departments consulted? (Include correspondence)
    Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
    6.1   Courses to be deleted? **None**
    6.2   Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
    6.3   Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7. **Course outline**
    (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
    8.1   What is the maximum enrolment number for this course? And from which colleges?
    School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

    8.2 For room bookings, please indicate the maximum estimated room size required for this course:
    ✔ 10-50
    ☐ 50-90
    ☐ 90-130
    ☐ 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. Exam timetable will be developed internally to the SRS.**

10. **Required text**
Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**
11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program. Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty**
11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program tuition, assessed per term.**
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" <u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees</u> **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
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FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts
HUM Humanities
SCIE Science
SOCS Social Science
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:
3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5 Corequisite(s): course(s) that must be taken at the same time as this course
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

      4.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

      5.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

	New Course
UNIVERSITY OF SASKATCHEWAN	**Proposal & Creation Form**

1**. Approval by Department Head or Dean**
- 1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Spring 2027**

2. **Information required for the Catalogue**
- 2.1 Label & Number of course: **OTH 803**
- 2.2 Academic credit units: **3**

- 2.3 Course Long Title (maximum 100 characters): **Context in Occupation 3**
  Course Short Title (maximum 30 characters): **Context in Occupation 3**

- 2.4 Total Hours: Lecture **18** Seminar Lab **18** Tutorial Other

- 2.5 Weekly Hours: Lecture **3** Seminar Lab **3** Tutorial Other

- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 **Spring**

- 2.7 Prerequisite: **None. For MOT students only.**

  If there is a prerequisite waiver, who is responsible for signing it? **N/A**
  D – Instructor/Dept Approval
  H – Department Approval
  I – Instructor Approval

- 2.8 Catalogue description (150 words or less):
  This course is designed to help students integrate their clinical placement experiences with theoretical understanding, fostering critical reflection on their professional practices. Students will explore advanced topics in context and occupation to identify potential areas for research in their capstone projects.

- 2.9 Do you allow this course to be repeated for credit? **No**

3. **Please list rationale for introducing this course: Development of new OT program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

4. **Please list the learning objectives for this course:**
   Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

1. **Reflect on field placement experiences to identify key professional learning and growth areas.**
2. **Evaluate professional practices using advanced occupational therapy frameworks and critical reflection.**
3. **Analyze contexts of practice to identify gaps, challenges, and opportunities for research.**
4. **Formulate initial research questions for potential capstone projects based on practical experiences and theoretical insights.**
5. **Discuss and critique existing research literature to underpin their capstone ideas.**
6. **Develop a proposal framework that outlines a feasible, relevant, and inclusive capstone research project.**

5. **Impact of this course**
    Are the programs of other departments or Colleges affected by this course? **N/A**
    If so, were these departments consulted? (Include correspondence)
    Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
    6.1 Courses to be deleted? **None**
    6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
    6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7. **Course outline**
    (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
    8.1 What is the maximum enrolment number for this course? And from which colleges?
    School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per term.

    8.2 For room bookings, please indicate the maximum estimated room size required for this course:
    ☑ 10-50
    ☐ 50-90
    ☐ 90-130
    ☐ 130+

9. **Student evaluation**
    Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

    9.1 How should this course be graded?
    C – Completed Requirements
    (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
    N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2   Is the course exempt from the final examination? **Exam timetable will be developed internally to the SRS.**

10. **Required text**

Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**

11.1 Proposed instructor: **Multiple instructors in our department – integrated course**

11.2 How does the department plan to handle the additional teaching or administrative workload **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program. Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.**

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program tuition, assessed per term.**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision

LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1   NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
FNAR   Fine Arts
HUM   Humanities
SCIE   Science
SOCS   Social Science
ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1   Permission Required:
3.2   **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3   Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4   Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5   Corequisite(s): course(s) that must be taken at the same time as this course
3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

UNIVERSITY OF SASKATCHEWAN	**New Course** **Proposal & Creation Form**

1**. Approval by Department Head or Dean**
  1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
  1.2 Department with academic authority: **School of Rehabilitation Science**
  1.3 Term from which the course is effective: **Fall 2027**

2. **Information required for the Catalogue**
  2.1 Label & Number of course: **OTH 804**
  2.2 Academic credit units: **3**

  2.3 Course Long Title (maximum 100 characters): **Context in Occupation 4**
       Course Short Title (maximum 30 characters): **Context in Occupation 4**

  2.4 Total Hours: Lecture **18**   Seminar   Lab **18**   Tutorial   Other

  2.5 Weekly Hours: Lecture **1.5**   Seminar   Lab **1.5**   Tutorial   Other

  2.6 Term in which it will be offered: **T1**   T2   T1 or T2   T1 and T2

  2.7 Prerequisite: **None. For MOT students only.**

  If there is a prerequisite waiver, who is responsible for signing it? **N/A**
  D – Instructor/Dept Approval
  H – Department Approval
  I – Instructor Approval

  2.8 Catalogue description (150 words or less):
      This course is designed to deepen students' understanding of equity and justice within occupational therapy, with a focus on preparing for extended clinical placements. Students will explore the principles of equity and justice as they relate to occupational participation and health outcomes ensuring students are equipped to navigate diverse clinical environments promoting inclusive practices.

  2.9 Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new OT program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

4. **Please list the learning objectives for this course:**
   Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.
   1. **Analyze the principles of equity and justice and their application in occupational therapy settings.**
   2. **Evaluate the impact of systemic inequities on health outcomes and occupational participation.**
   3. **Develop strategies for inclusive practice, particularly for neurodiverse populations.**
   4. **Demonstrate preparedness for clinical placements, focusing on professional competence and ethical sensitivity.**
   5. **Critically reflect on their role in promoting equity and justice within diverse clinical contexts.**
   6. **Implement person-centered approaches in occupational therapy, respecting the unique needs and strengths of diversity in individuals, communities and systems.**

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? **N/A**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1 Courses to be deleted? **None**
   6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
   6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7. **Course outline**
   (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
   8.1 What is the maximum enrolment number for this course? And from which colleges?
        School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per term.

   8.2 For room bookings, please indicate the maximum estimated room size required for this course:
   ☑ 10-50
   ☐ 50-90
   ☐ 90-130
   ☐ 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. Exam timetable will be developed internally to the SRS.**

10. **Required text**
Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**
11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program. Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.**
11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program tuition, assessed per term.**
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
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ICR	Internet Chat Relay	ROS	Roster (Dent Only)
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MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1   NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
FNAR   Fine Arts
HUM   Humanities
SCIE   Science
SOCS   Social Science
ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1   Permission Required:
3.2   **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3   Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4   Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5   Corequisite(s): course(s) that must be taken at the same time as this course
3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

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5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

<table>
<tr><td>![University of Saskatchewan logo]</td><td>**New Course**
Proposal & Creation Form</td></tr>
</table>

1**. Approval by Department Head or Dean**
    1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
    1.2   Department with academic authority: **School of Rehabilitation Science**
    1.3   Term from which the course is effective: **Spring and Summer 2028**

2. **Information required for the Catalogue**
    2.1   Label & Number of course: **OTH 805**
    2.2   Academic credit units: **9**

    2.3   Course Long Title (maximum 100 characters): **Context in Occupation 5**
            Course Short Title (maximum 30 characters): **Context in Occupation 5**

    2.4   Total Hours: Lecture **54**   Seminar   Lab **54**   Tutorial   Other

    2.5   Weekly Hours: Lecture **4.5**   Seminar   Lab **4.5**   Tutorial   Other

    2.6   Term in which it will be offered: T1   T2 T1 or T2 T1 and T2 **Spring and Summer**

    2.7   Prerequisite: **None. For MOT students only**

    If there is a prerequisite waiver, who is responsible for signing it? **N/A**
    D – Instructor/Dept Approval
    H – Department Approval
    I – Instructor Approval

    2.8   Catalogue description (150 words or less):
            This course focuses on consolidation of the students' professional development by forming a robust occupational identity as they transition to entry-level occupational therapists. This course equips students with the knowledge and skills needed to integrate innovative practices into their occupational therapy practice while emphasizing leadership, advocacy, and lifelong learning.

    2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new OT program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

4. **Please list the learning objectives for this course:**
   Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

Consolidating Professional Development and Identity for Entry-Level Occupational Therapists.
   1. **Articulate a clear occupational identity and therapeutic sense of self, reflecting personal values, skills, and experiences as they relate to professional practice in occupational therapy.**
   2. **Describe leadership skills and strategies for effective communication and teamwork within interdisciplinary teams and occupational therapy settings.**
   3. **Plan for lifelong learning and continuous professional development by identifying relevant professional organizations and understanding their roles, particularly within the Saskatchewan context.**
   4. **Describe the regulatory and licensing requirements specific to the Saskatchewan College of Occupational Therapists (SCOT) effectively and identify where to locate resources to prepare for the National Occupational Therapy Certification Exam (NOTCE).**
   5. **Demonstrate advocacy skills to effectively promote the occupational therapy profession and advocate for client needs and rights.**

Innovations in Occupational Therapy Practice
   1. **Identify and analyze current trends and innovations in occupational therapy, understanding their potential impacts on clinical practice.**
   2. **Demonstrate effective integration of virtual care and telehealth technologies into occupational therapy interventions, considering their benefits and challenges in various settings.**
   3. **Evaluate and implement assistive technologies and adaptive devices to enhance client participation and independence, tailoring interventions to meet diverse needs.**
   4. **Collaborate effectively with interdisciplinary teams to foster innovative approaches in occupational therapy, enhancing client-centered care and resource utilization.**
   5. **Design community-based occupational therapy programs that incorporate innovative strategies and address social determinants of health to improve community participation.**
   6. **Apply program evaluation techniques and quality improvement methods to existing or newly developed occupational therapy programs to ensure effectiveness and sustainability.**
   7. **Develop a personal plan for integrating innovation into future professional practice, identifying opportunities for leadership, advocacy, and continuous professional development.**

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? **N/A**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1   Courses to be deleted? **None**
6.2   Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
6.3   Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7.   **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8.   **Enrolment**
8.1   What is the maximum enrolment number for this course? And from which colleges?
School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:
✔ 10-50
☐ 50-90
☐ 90-130
☐ 130+

9.   **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1   How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
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(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2   Is the course exempt from the final examination? **No. Exam timetable will be developed internally to the SRS.**

10.   **Required text**
Include a bibliography for the course. **Will be provided as syllabus is developed.**

11.   **Resources**
11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program.**

Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program tuition, assessed per term.**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" <u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees</u> **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

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MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR   Fine Arts
HUM   Humanities
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SOCS   Social Science
ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
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3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1   Permission Required:
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3.5   Corequisite(s): course(s) that must be taken at the same time as this course
3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

UNIVERSITY OF SASKATCHEWAN	New Course Proposal & Creation Form

1. Approval by Department Head or Dean
  1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
  1.2   Department with academic authority: **School of Rehabilitation Science**
  1.3   Term from which the course is effective: **Fall 2026**

2. Information required for the Catalogue
  2.1   Label & Number of course: **OTH 811**
  2.2   Academic credit units: **17**

  2.3   Course Long Title (maximum 100 characters): **Foundations of Occupational Therapy Practice 1**
        Course Short Title (maximum 30 characters): **Foundations of OT Practice 1**

  2.4   Total Hours: Lecture **114**   Seminar   Lab **114**   Tutorial   Other

  2.5   Weekly Hours: Lecture **9.5**   Seminar   Lab **9.5**   Tutorial   Other

  2.6   Term in which it will be offered: **T1**   T2   T1 or T2   T1 and T2

  2.7   Prerequisite: **None. For MOT students only**

  If there is a prerequisite waiver, who is responsible for signing it? **N/A**
  D – Instructor/Dept Approval
  H – Department Approval
  I – Instructor Approval

  2.8   Catalogue description (150 words or less):
  This course provides a comprehensive introduction to the foundational elements of occupational therapy (OT) practice, integrating anatomical knowledge, theoretical frameworks, evidence-based practice and occupational therapy practices. Students will engage with fundamental concepts of occupational assessment and intervention strategies, grounded in relevant theoretical frameworks and evidence-based practice. Students will explore the significance of occupations in human health and well-being and develop the emerging skills necessary for effective, ethical, and inclusive practice.

  2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new Master of Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

4. **Please list the learning objectives for this course:**
   Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

   1. Identify the anatomical structures of the head and neck, lower body, trunk, and limbs.
   2. Explain the fundamental aspects of gross neuroanatomy relevant to occupational therapy practice.
   3. Define the term "occupation" as it relates to human health and well-being.
   4. Analyze major theoretical models and frameworks used in occupational therapy.
   5. Apply theoretical models to case scenarios, ensuring accessibility and inclusivity in practice discussions.
   6. Define the fundamental principles of evidence-based practice (EBP) and their significance in occupational therapy.
   7. Formulate clinical questions using the PICO model, demonstrating the ability to identify information needs relevant to practice.
   8. Search literature to find evidence that informs occupational therapy interventions effectively.
   9. Describe descriptive statistical data used in EBP in occupational therapy practice.
   10. Identify and address barriers to implementing evidence-based interventions in diverse clinical settings, promoting effective practice.

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? **N/A**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1 Courses to be deleted? **None**
   6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
   6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7. **Course outline**
   (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
   8.1 What is the maximum enrolment number for this course? And from which colleges?
   School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

   8.2 For room bookings, please indicate the maximum estimated room size required for this course:
   ☑ 10-50
   ☐ 50-90

☐ 90-130
☐ 130+

9. **Student evaluation**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

   9.1   How should this course be graded?
           C – Completed Requirements
           (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
           N – Numeric/Percentage
           (Grade options for instructor: grade of 0% to 100%, IP in Progress)
           P – Pass/Fail
           (Grade options for instructor: Pass, Fail, In Progress)
           S – Special
           (Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

   9.2   Is the course exempt from the final examination? **No. Exam timetable will be developed internally to the SRS.**

10. **Required text**
    Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**
    11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
    11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program. Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.**

    11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

    11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
    12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program tuition, assessed per term.**
    12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" <u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees</u> **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1   NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
FNAR   Fine Arts
HUM   Humanities
SCIE   Science
SOCS   Social Science
ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1   Permission Required:
3.2   **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3   Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4   Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5   Corequisite(s): course(s) that must be taken at the same time as this course

3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

UNIVERSITY OF SASKATCHEWAN	**New Course** **Proposal & Creation Form**

1**. Approval by Department Head or Dean**
    1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
    1.2   Department with academic authority: **School of Rehabilitation Science**
    1.3   Term from which the course is effective: **Winter 2027**

2. **Information required for the Catalogue**
    2.1   Label & Number of course: **OTH 812**
    2.2   Academic credit units: **17**

    2.3   Course Long Title (maximum 100 characters): **Foundations of Occupational Therapy**
            Practice 2
            Course Short Title (maximum 30 characters): **Foundations of OT Practice 2**

    2.4   Total Hours: Lecture **114**   Seminar   Lab **114**   Tutorial   Other

    2.5   Weekly Hours: Lecture **9.5**   Seminar   Lab **9.5**   Tutorial   Other

    2.6   Term in which it will be offered: T1   **T2**   T1 or T2   T1 and T2

    2.7   Prerequisite: **None. For MOT students only**

    If there is a prerequisite waiver, who is responsible for signing it? **N/A**
    D – Instructor/Dept Approval
    H – Department Approval
    I – Instructor Approval

    2.8   Catalogue description (150 words or less):
    This course builds upon concepts that were introduced in Foundations of Occupational Therapy
    Practice 1. Students will explore how conditions, context, and anatomical changes impact
    capabilities, enhancing their ability to effectively choose relevant assessments and to design
    interventions that promote occupational participation within an inclusive practice.

    2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new Master of Occupational**
    Therapy (OT) program within School of Rehabilitation Science. This course will provide
    foundational knowledge that these learners will utilize throughout the rest of their program and
    as entry-to-practice Occupational Therapists.

4. **Please list the learning objectives for this course:**
   Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

   1. **Explain the relationship between anatomical structures and capability, analyzing impacts on occupational performance.**
   2. **Interpret how diseases affect anatomical structures and potential occupational participation.**
   3. **Adapt communication skills for effective interaction with clients of diverse backgrounds and capabilities**
   4. **Assess the needs arising from anatomical and functional changes due to various conditions and capability considerations**
   5. **Design assessment and intervention strategies that address anatomical and functional challenges, enhancing occupational performance and capability.**
   6. **Differentiate between qualitative and quantitative research methodologies.**
   7. **Describe the psychometric properties of assessments used in practice.**
   8. **Critically appraise research studies and standardized assessments used in practice.**

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? **N/A**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1 Courses to be deleted? **None**
   6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
   6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7. **Course outline**
   (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
   8.1 What is the maximum enrolment number for this course? And from which colleges?
   School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

   8.2 For room bookings, please indicate the maximum estimated room size required for this course:
   ☑ 10-50
   ☐ 50-90
   ☐ 90-130
   ☐ 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

    9.1   How should this course be graded?
          C – Completed Requirements
          (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
          N – Numeric/Percentage
          (Grade options for instructor: grade of 0% to 100%, IP in Progress)
          P – Pass/Fail
          (Grade options for instructor: Pass, Fail, In Progress)
          S – Special
          (Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

    9.2   Is the course exempt from the final examination? **No. Exam timetable will be developed internally to the SRS.**

10.   **Required text**
    Include a bibliography for the course. **Will be provided as syllabus is developed.**

11.   **Resources**
    11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
    11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program. Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.**

    11.3   Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

    11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12.   **Tuition**
    12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program tuition, assessed per term.**
    12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" <u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees</u> **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description

CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
FNAR   Fine Arts
HUM   Humanities
SCIE   Science
SOCS   Social Science
ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1 Permission Required:
3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5 Corequisite(s): course(s) that must be taken at the same time as this course
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

>   4.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

>   5.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

	New Course
UNIVERSITY OF SASKATCHEWAN	**Proposal & Creation Form**

1**. Approval by Department Head or Dean**
    1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
    1.2   Department with academic authority: **School of Rehabilitation Science**
    1.3   Term from which the course is effective: **Summer 2027**

2. **Information required for the Catalogue**
    2.1   Label & Number of course: **OTH 813.3**
    2.2   Academic credit units: **3**

    2.3   Course Long Title (maximum 100 characters): **Bridging Clinical Foundations**
            Course Short Title (maximum 30 characters): **Bridging Clinical Foundations**

    2.4   Total Hours: Lecture **39**   Seminar   Lab   Tutorial   Other

    2.5   Weekly Hours: Lecture **9**   Seminar   Lab   Tutorial   Other

    2.6   Term in which it will be offered: T1   T2   T1 or T2   T1 and T2 **Summer**

    2.7   Prerequisite: **None. For MOT students only**

    If there is a prerequisite waiver, who is responsible for signing it? **N/A**
    D – Instructor/Dept Approval
    H – Department Approval
    I – Instructor Approval

    2.8   Catalogue description (150 words or less):

        The purpose of this course is to bridge the gap between foundational knowledge and clinical application for first-year occupational therapy students. Through independent learning and guided activities, students will consolidate their understanding of core concepts, enhancing their readiness for clinical practice.

    2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new Master of Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

4. **Please list the learning objectives for this course:**
   Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

   1. **Identify and describe the roles and responsibilities of interdisciplinary team members in clinical settings.**
   2. **Synthesize and apply foundational knowledge to case studies and simulated scenarios across various topics.**
   3. **Analyze and evaluate clinical scenarios to identify appropriate assessment and intervention strategies.**
   4. **Demonstrate effective inclusive and culturally sensitive communication skills for interdisciplinary collaboration.**
   5. **Engage in reflective discussions and peer feedback to enhance learning and professional growth.**
   6. **Recognize and evaluate ethical issues and considerations to make informed decisions in client care situations.**

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? **N/A**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1 Courses to be deleted? **None**
   6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
   6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7. **Course outline**
   (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
   8.1 What is the maximum enrolment number for this course? And from which colleges?
   School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

   8.2 For room bookings, please indicate the maximum estimated room size required for this course:
   - ☑ 10-50
   - ☐ 50-90
   - ☐ 90-130
   - ☐ 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. Exam timetable will be developed internally to the SRS.**

10. **Required text**
Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**
11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program. Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.**

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program will handle tuition via program tuition, rather than per course/credit unit.**
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees</u> **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description

CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

> 4.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

> 5.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

	New Course **Proposal & Creation Form**
UNIVERSITY OF SASKATCHEWAN	

1**. Approval by Department Head or Dean**
    1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
    1.2   Department with academic authority: **School of Rehabilitation Science**
    1.3   Term from which the course is effective: **Spring 2027**

2. **Information required for the Catalogue**
    2.1   Label & Number of course: **OTH 911**
    2.2   Academic credit units: **10**

    2.3   Course Long Title (maximum 100 characters): **Introduction to Clinical Practice in Occupational Therapy**
    Course Short Title (maximum 30 characters): **Intro to Clinical Practice in OT**

    2.4   Total Hours: Lecture **66**   Seminar   Lab **66**   Tutorial   Other

    2.5   Weekly Hours: Lecture **11**   Seminar   Lab **11**   Tutorial   Other

    2.6   Term in which it will be offered: T1   T2   T1 or T2   T1 and T2 **Spring**

    2.7   Prerequisite: **None. For MOT students only**

    If there is a prerequisite waiver, who is responsible for signing it? **N/A**
    D – Instructor/Dept Approval
    H – Department Approval
    I – Instructor Approval

    2.8   Catalogue description (150 words or less):

        This course provides first-year occupational therapy students with a comprehensive understanding of human development, aging, and mental health. Students will learn about the developmental pathways from infancy through adolescence, the changes across body systems during aging, and fundamental mental health concepts. Emphasis will be placed on understanding the interplay between physical, cognitive, emotional, spiritual, and physiological changes on occupational performance.

    2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new Master of Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

4. **Please list the learning objectives for this course:**
   Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

   Introduction to Occupational Participation - Pediatrics, Adolescence, and Youth

   1. **Identify key developmental pathways across physical, cognitive, emotional, and social domains from infancy to adolescence.**
   2. **Describe the impact of typical development on occupational function and performance in various environments such as home, school, and community.**
   3. **Distinguish between typical and atypical developmental pathways, enhancing observational and assessment skills in pediatric populations.**
   4. **Discuss the role of culture and environment in influencing developmental trajectories and occupational outcomes for children and adolescents.**

   Introduction to Occupational Participation - Adults and Older Adults

   1. **Analyze the typical anatomical, cognitive, and physiological changes across body systems associated with the aging process.**
   2. **Evaluate the impact of social determinants of health on the well-being and daily functioning of adults and older adults.**
   3. **Apply capability theory to assess and address the diverse needs of aging individuals in occupational therapy practice.**
   4. **Create inclusive intervention plans that consider changes in body systems and the influence of social determinants of health, enhancing occupational performance and independence.**
   5. **Assess the interplay between anatomical, cognitive, and physiological changes and the social determinants of health, ensuring comprehensive care strategies for adults and older adults.**

   Introduction to Occupational Participation and Mental Health

   1. **Define key concepts and terminology related to mental health and challenges in occupational therapy.**
   2. **Explain the role of occupational therapy in supporting individuals with mental health challenges.**
   3. **Identify and use basic assessment processes and techniques relevant to mental health.**
   4. **Develop person-centered, inclusive intervention strategies to enhance recovery and occupational engagement.**
   5. **Reflect on the ethical and professional responsibilities when working in mental health settings.**

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? **N/A**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **None**
6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7. **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:
- ✔ 10-50
- ☐ 50-90
- ☐ 90-130
- ☐ 130+

9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. Exam timetable will be developed internally to the SRS.**

10. **Required text**
Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**
11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program.**

Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
    12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program will handle tuition via program tuition, rather than per course/credit unit.**
    12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" <u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees</u> **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:
3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5 Corequisite(s): course(s) that must be taken at the same time as this course
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

UNIVERSITY OF SASKATCHEWAN	**New Course** **Proposal & Creation Form**

1. Approval by Department Head or Dean

  1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
  1.2   Department with academic authority: **School of Rehabilitation Science**
  1.3   Term from which the course is effective: **Fall 2027**

2. Information required for the Catalogue

  2.1   Label & Number of course: **OTH 912.9**
  2.2   Academic credit units: **9**

  2.3   Course Long Title (maximum 100 characters): **Advanced Occupational Therapy Clinical Practice: Children, Adolescents, and Youth**
        Course Short Title (maximum 30 characters): **OT: Child Adolescent & Youth**

  2.4   Total Hours: Lecture **48**   Seminar   Lab **48**   Tutorial   Other

  2.5   Weekly Hours: Lecture **4**   Seminar   Lab **4**   Tutorial   Other

  2.6   Term in which it will be offered: **T1**   T2   T1 or T2   T1 and T2

  2.7   Prerequisite: **None. For MOT students only**

  If there is a prerequisite waiver, who is responsible for signing it? **N/A**
  D – Instructor/Dept Approval
  H – Department Approval
  I – Instructor Approval

  2.8   Catalogue description (150 words or less):

  The purpose of this course is to advance the clinical practice and theoretical knowledge of occupational therapy students when working with children, adolescents, and youth. Students will build on foundational concepts to develop clinical skills for addressing developmental, mental health, cognitive, spiritual, physical, and psychosocial challenges in these age groups. Emphasis will be placed on evidence-based practices, assessment, therapeutic techniques, and interdisciplinary collaboration.

  2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new Master of Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

4. **Please list the learning objectives for this course:**
   Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

   1. **Determine relevant assessments tools and strategies for various challenges experienced by the pediatric, adolescent and youth population.**
   2. **Conduct comprehensive assessments of occupational performance in children, adolescents, and youth using relevant assessment techniques.**
   3. **Design inclusive, individualized intervention plans that address the diverse developmental, mental, physical, and psychosocial needs of young clients.**
   4. **Implement evidence-based interventions to enhance participation and engagement across various settings and activities.**
   5. **Analyze the effectiveness of intervention strategies and adjust plans to meet evolving needs.**
   6. **Collaborate with families, educators, and healthcare professionals to ensure holistic care and support for young clients.**
   7. **Advocate for policies and practices that promote access to occupational therapy services for children, adolescents, and youth.**
   8. **Reflect on personal and societal biases to provide equitable and culturally relevant care.**

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? **N/A**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1 Courses to be deleted? **None**
   6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
   6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7. **Course outline**
   (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
   8.1 What is the maximum enrolment number for this course? And from which colleges?
   School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

   8.2 For room bookings, please indicate the maximum estimated room size required for this course:
   ☑ 10-50
   ☐ 50-90
   ☐ 90-130

☐ 130+

9. **Student evaluation**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

   9.1   How should this course be graded?
           C – Completed Requirements
           (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
           N – Numeric/Percentage
           (Grade options for instructor: grade of 0% to 100%, IP in Progress)
           P – Pass/Fail
           (Grade options for instructor: Pass, Fail, In Progress)
           S – Special
           (Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

   9.2   Is the course exempt from the final examination? **No. Exam timetable will be developed internally to the SRS.**

10. **Required text**
    Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**
    11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
    11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program. Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.**

    11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

    11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
    12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program tuition, assessed per term.**
    12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1   NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
- FNAR   Fine Arts
- HUM   Humanities
- SCIE   Science
- SOCS   Social Science
- ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1   Permission Required:
3.2   **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3   Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4   Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5   Corequisite(s): course(s) that must be taken at the same time as this course
3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

> 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

> 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

	New Course **Proposal & Creation Form**
UNIVERSITY OF SASKATCHEWAN	

1**. Approval by Department Head or Dean**
    1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
    1.2   Department with academic authority: **School of Rehabilitation Science**
    1.3   Term from which the course is effective: **Fall 2027**

2. **Information required for the Catalogue**
    2.1   Label & Number of course: **OTH 913.9**
    2.2   Academic credit units: **9**

    2.3   Course Long Title (maximum 100 characters): **Advanced Occupational Therapy Clinical Practice: Adults and Older Adults**
            Course Short Title (maximum 30 characters): **OT: Adults and Older Adults**

    2.4   Total Hours: Lecture **48**   Seminar   Lab **48**   Tutorial   Other

    2.5   Weekly Hours: Lecture **4**   Seminar   Lab **4**   Tutorial   Other

    2.6   Term in which it will be offered: **T1**   T2   T1 or T2   T1 and T2

    2.7   Prerequisite: **None. For MOT students only**

    If there is a prerequisite waiver, who is responsible for signing it? **N/A**
    D – Instructor/Dept Approval
    H – Department Approval
    I – Instructor Approval

    2.8   Catalogue description (150 words or less):

    The purpose of this course is to enhance second-year occupational therapy students' clinical skills and knowledge in working with adults, older adults, and individuals with neurological challenges. This course is built upon the foundational knowledge acquired during their first year and aims to prepare students to apply effective and inclusive practices in diverse settings.

    2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new Master of Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

4. **Please list the learning objectives for this course:**
   Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

   1. Review and integrate neuroanatomical knowledge to inform assessments and intervention planning for neurological populations.
   2. Perform comprehensive Assessment of adults, older adults and individuals with neurological challenges using specialized occupational therapy tools and techniques to determine the functional abilities.
   3. Formulate individualized, culturally inclusive intervention plans that address the unique needs of neurological populations.
   4. Apply advanced therapeutic techniques and interventions to improve motor, cognitive, and psychosocial functions.
   5. Utilize assistive technologies and adaptive equipment effectively in enhancing occupational engagement and independence.
   6. Identify the social, mental, physical, and psychosocial environmental factors that affect occupational engagement for adults, older adults and those with neurological challenges.
   7. Evaluate diverse occupational therapy assessment tools and techniques for adults and older adults' physical and cognitive health.
   8. Develop comprehensive, culturally relevant intervention plans that address the unique needs of aging populations.
   9. Analyze case studies to identify challenges and solutions in delivering occupational therapy to diverse adult and aging communities.
   10. Critique the role of policy and systems in shaping occupational therapy practices with the adults transitioning to older adults.
   11. Develop individualized, inclusive intervention plans that address the specific occupational needs of diverse adult and older adult clients.
   12. Implement innovative, evidence-based therapeutic interventions to enhance occupational performance and quality of life.
   13. Evaluate the outcomes of occupational therapy interventions to ensure effectiveness and make necessary adjustments.
   14. Collaborate effectively with clients, families, and interdisciplinary teams to support the health and wellness and holistic care for individuals with neurological challenges, of adults and older adults.
   15. Apply ethical principles and cultural competence in practice to ensure relevant and equitable care.
   16. Engage in reflective practice to continuously improve clinical skills and adapt to the evolving needs of aging populations from diverse backgrounds.

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? **N/A**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1 Courses to be deleted? **None**
   6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7. **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
   8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.**

   8.2 For room bookings, please indicate the maximum estimated room size required for this course:
   ☑ 10-50
   ☐ 50-90
   ☐ 90-130
   ☐ 130+

9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

   9.1 How should this course be graded?
   C – Completed Requirements
   (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
   N – Numeric/Percentage
   (Grade options for instructor: grade of 0% to 100%, IP in Progress)
   P – Pass/Fail
   (Grade options for instructor: Pass, Fail, In Progress)
   S – Special
   (Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

   9.2 Is the course exempt from the final examination? **No. Exam timetable will be developed internally to the SRS.**

10. **Required text**
Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**
    11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
    11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program. Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.**

11.3   Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4   Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
   12.1   Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program will handle tuition via program tuition, rather than per course/credit unit.**
   12.2   Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" <u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees</u> **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1   NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
   FNAR   Fine Arts
   HUM   Humanities

           SCIE   Science
           SOCS   Social Science
           ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
           ELWR – English Language Writing Requirement
           ILRQ – Indigenous Learning Requirement
           QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
    3.1   Permission Required:
    3.2   **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
    3.3   Prerequisite(s): course(s) that must be completed prior to the start of this course
    3.4   Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
    3.5   Corequisite(s): course(s) that must be taken at the same time as this course
    3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

    4.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

    5.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

Please note: SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

	New Course
UNIVERSITY OF SASKATCHEWAN	**Proposal & Creation Form**

1**. Approval by Department Head or Dean**
    1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
    1.2   Department with academic authority: **School of Rehabilitation Science**
    1.3   Term from which the course is effective: **Fall 2027**

2. **Information required for the Catalogue**
    2.1   Label & Number of course: **OTH 914.9**
    2.2   Academic credit units: **9**

    2.3   Course Long Title (maximum 100 characters): **Advanced Occupational Therapy Clinical Practice: Mental Health**
          Course Short Title (maximum 30 characters): **OT: Mental Health**

    2.4   Total Hours: Lecture **48**   Seminar   Lab **48**   Tutorial   Other

    2.5   Weekly Hours: Lecture **4**   Seminar   Lab **4**   Tutorial   Other

    2.6   Term in which it will be offered: **T1**   T2   T1 or T2   T1 and T2

    2.7   Prerequisite: **None. For MOT students only.**

    If there is a prerequisite waiver, who is responsible for signing it? **N/A**
    D – Instructor/Dept Approval
    H – Department Approval
    I – Instructor Approval

    2.8   Catalogue description (150 words or less):

    The purpose of this course is to provide second-year occupational therapy students with advanced skills and knowledge to effectively support individuals facing mental health challenges. The course builds upon foundational concepts of mental health covered in the first year to develop advanced assessment and intervention techniques using inclusive practices in various settings.

    2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new Master of Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

4. **Please list the learning objectives for this course:**
   Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

   1. **Assess mental health challenges using advanced occupational therapy frameworks and tools, considering individuals' diverse backgrounds and experiences.**
   2. **Assess the impact of co-occurring disorders or challenges on occupational performance and use critical inquiry to plan and evaluate treatment with a holistic approach.**
   3. **Design inclusive interventions that enhance the occupational performance of individuals experiencing mental health challenges.**
   4. **Implement evidence-based therapeutic strategies to support mental health recovery and resilience.**
   5. **Evaluate case studies and clinical scenarios to identify best practices and adapt interventions to meet diverse needs.**
   6. **Synthesize knowledge of mental health advocacy within occupational therapy practices to promote access to care.**
   7. **Collaborate effectively with interdisciplinary teams to provide comprehensive mental health care.**
   8. **Reflect on personal values and biases to ensure inclusive and ethically sound occupational therapy practices in mental health settings.**

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? **N/A**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1   Courses to be deleted? **None**
   6.2   Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
   6.3   Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7. **Course outline**
   (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
   8.1   What is the maximum enrolment number for this course? And from which colleges?
         School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

   8.2 For room bookings, please indicate the maximum estimated room size required for this course:
   ☑ 10-50
   ☐ 50-90
   ☐ 90-130
   ☐ 130+

9. **Student evaluation**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

   9.1   How should this course be graded?
           C – Completed Requirements
           (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
           N – Numeric/Percentage
           (Grade options for instructor: grade of 0% to 100%, IP in Progress)
           P – Pass/Fail
           (Grade options for instructor: Pass, Fail, In Progress)
           S – Special
           (Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

   9.2   Is the course exempt from the final examination? **No. Exam timetable will be developed internally to the SRS.**

10. **Required text**
    Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**
    11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
    11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program. Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.**

    11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

    11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
    12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program will handle tuition via program tuition, rather than per course/credit unit.**
    12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" <u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees</u> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1   NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1   Permission Required:

3.2   **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**

3.3   Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4   Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

3.5   Corequisite(s): course(s) that must be taken at the same time as this course

3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

> 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

> 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

	New Course
UNIVERSITY OF SASKATCHEWAN	**Proposal & Creation Form**

1**. Approval by Department Head or Dean**
  1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
  1.2   Department with academic authority: **School of Rehabilitation Science**
  1.3   Term from which the course is effective: **Spring and Summer 2028**

2. **Information required for the Catalogue**
  2.1   Label & Number of course: **OTH 915**
  2.2   Academic credit units: **9**

  2.3   Course Long Title (maximum 100 characters): **Research and Scholarship: Capstone Project & Consolidation of Evidence Informed OT Practice**
         Course Short Title (maximum 30 characters): **Capstone Project**

  2.4   Total Hours: Lecture **96**   Seminar   Lab **96**   Tutorial   Other

  2.5   Weekly Hours: Lecture **8**   Seminar   Lab **8**   Tutorial   Other

  2.6   Term in which it will be offered: T1   T2   T1 or T2   T1 and T2   **Spring and Summer**

  2.7   Prerequisite: **None. For MOT students only.**

  If there is a prerequisite waiver, who is responsible for signing it? **N/A**
  D – Instructor/Dept Approval
  H – Department Approval
  I – Instructor Approval

  2.8   Catalogue description (150 words or less):

  This course consolidates students' understanding and application of evidence-informed practice in occupational therapy, culminating in a comprehensive capstone project. This course aims to prepare students for professional practice by enhancing their skills in research, critical thinking, and project management while fostering professional citizenship and engagement with the occupational therapy field.

  2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new Master of Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

4. **Please list the learning objectives for this course:**
   Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

   1. **Analyze evidence-based research to identify best practices within the occupational therapy field.**
   2. **Evaluate the effectiveness of occupational therapy interventions using critical appraisal techniques.**
   3. **Create and present a comprehensive capstone project that demonstrates integration of research evidence, clinical expertise, and client values to address a real-world problem in occupational therapy.**
   4. **Demonstrate professional citizenship through active engagement with the occupational therapy community, including participation in professional events and networks.**
   5. **Develop project management skills by planning, organizing, and executing a capstone project from inception to completion.**
   6. **Integrate ethical and inclusive practices in the development of occupational therapy interventions that respect and value diverse client populations.**

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? **N/A**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1 Courses to be deleted? **None**
   6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
   6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7. **Course outline**
   (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
   8.1 What is the maximum enrolment number for this course? And from which colleges?
   School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

   8.2 For room bookings, please indicate the maximum estimated room size required for this course:
   ☑ 10-50
   ☐ 50-90
   ☐ 90-130
   ☐ 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. Exam timetable will be developed internally to the SRS.**

10. **Required text**
Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**
11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program. Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.**

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program tuition, assessed per term.**
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" <u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees</u> **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description

CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1   NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
FNAR   Fine Arts
HUM   Humanities
SCIE   Science
SOCS   Social Science
ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1   Permission Required:
3.2   **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3   Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4   Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5   Corequisite(s): course(s) that must be taken at the same time as this course
3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

> 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

> 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

	New Course
UNIVERSITY OF SASKATCHEWAN	**Proposal & Creation Form**

1**. Approval by Department Head or Dean**
   1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
   1.2   Department with academic authority: **School of Rehabilitation Science**
   1.3   Term from which the course is effective: **Fall 2028**

2. **Information required for the Catalogue**
   2.1   Label & Number of course: **OTH 905**
   2.2   Academic credit units: **6 (1 cu = 37.5 hours of clinical placement)**

   2.3   Course Long Title (maximum 100 characters): **Clinical Placement 5**
         Course Short Title (maximum 30 characters): **Clinical Placement 5**

   2.4   Total Hours: Lecture   Seminar   Lab   Tutorial   Other **225***

   2.5   Weekly Hours: Lecture   Seminar   Lab   Tutorial   Other **37.5***

   *These are clinical placement hours where students learn and practice in (supervised) clinical settings

   2.6   Term in which it will be offered: **T1**   T2   T1 or T2   T1 and T2

   2.7   Prerequisite: **None. For MOT students only.**

   If there is a prerequisite waiver, who is responsible for signing it? **N/A**
   D – Instructor/Dept Approval
   H – Department Approval
   I – Instructor Approval

   2.8   Catalogue description (150 words or less):

   Students will gain practical experience in approved facilities and community agencies to apply and integrate foundational knowledge and skills of occupational therapy. Focused on diverse cases, this placement fosters independent case management and interprofessional teamwork, solidifying professional identity as students provide therapeutic processes to a more complex caseload.

   2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new Master of Occupational Therapy (MOT) program within School of Rehabilitation Science.**

4. **Please list the learning objectives for this course:**
    Note that these learning objectives are preliminary and will be updated as faculty members are onboarded and further develop curriculum.
    1. **Manage complex occupational therapy cases with minimal supervision.**
    2. **Demonstrate effective communication strategies for interprofessional collaboration and client collaboration.**
    3. **Develop and execute client-centered intervention plans for diverse populations.**
    4. **Evaluate the outcomes of interventions and modify plans as necessary.**
    5. **Demonstrate evidence based culturally relevant practices.**
    6. **Demonstrate decision-making and critical inquiry relevant to occupational therapy practice relevant to the context of the client and their individual needs.**
    7. **Use ethical principles and adhere to legal requirements in occupational therapy practice.**
    8. **Integrate constructive feedback into performance.**
    9. **Integrate previous academic and clinical placement experiences with current experiences.**
    10. **Demonstrate independent work skills including time management and caseload prioritization.**
    11. **Participate in professional development activities.**

5. **Impact of this course**
    Are the programs of other departments or Colleges affected by this course? **N/A**
    If so, were these departments consulted? (Include correspondence)
    Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
    6.1   Courses to be deleted? **None**
    6.2   Courses for which this course will be a prerequisite? **Does not apply.**
    6.3   Is this course to be required by your majors, or by majors in another program? **Yes. Required by the OT program.**

7. **Course outline**
    (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
    8.1   What is the maximum enrolment number for this course? And from which colleges?
    School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

    8.2 For room bookings, please indicate the maximum estimated room size required for this course:
    ☑ 10-50*
    ☐ 50-90
    ☐ 90-130
    ☐ 130+

∗For scheduled activities within School of Rehabilitation Science.

9.   **Student evaluation**
      Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term
      test, final examination, essays or projects, etc.)

      9.1   How should this course be graded?
              C – Completed Requirements
              (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
              N – Numeric/Percentage
              (Grade options for instructor: grade of 0% to 100%, IP in Progress)
              P – Pass/Fail
              (Grade options for instructor: Pass, Fail, In Progress)
              S – Special
              (Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

      9.2   Is the course exempt from the final examination? **Yes**

10.   **Required text**
      Include a bibliography for the course. **N/A**

11.   **Resources**
      11.1 Proposed instructor: **Academic Lead Clinical Education & Community Affairs and Clinical
            Coordinator.**
      11.2 How does the department plan to handle the additional teaching or administrative
            workload? **Funding for appropriate amount of administrative support and faculty
            positions has been provided by the Government of Saskatchewan for this program.**

      11.3   Are sufficient library or other research resources available for this course? **Yes, we have
             access to a librarian assigned to SRS.**

      11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for
            new OT/SLP facilities have been designed with all course needs in mind.**

12.   **Tuition**
      12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program
            tuition, assessed per term.**
      12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please
            include an approved "Application for New Fee or Fee Change Form"
            <u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-
            fees</u> **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	**Clinical**	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
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LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1   NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR   Fine Arts
HUM   Humanities
SCIE   Science
SOCS   Social Science
ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1   Permission Required:
3.2   **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3   Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4   Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5   Corequisite(s): course(s) that must be taken at the same time as this course
3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

      4.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*Please note: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

      5.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

*Please note: SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

UNIVERSITY OF SASKATCHEWAN	**New Course** **Proposal & Creation Form**

1**. Approval by Department Head or Dean**
    1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
    1.2   Department with academic authority: **School of Rehabilitation Science**
    1.3   Term from which the course is effective: **Fall 2028**

2. **Information required for the Catalogue**
    2.1   Label & Number of course: **OTH 906**
    2.2   Academic credit units: **6 (1 cu = 37.5 hours of clinical placement)**

    2.3   Course Long Title (maximum 100 characters): **Clinical Placement 6**
            Course Short Title (maximum 30 characters): **Clinical Placement 6**

    2.4   Total Hours: Lecture   Seminar   Lab   Tutorial   Other **225***

    2.5   Weekly Hours: Lecture   Seminar   Lab   Tutorial   Other **37.5***

            *These are clinical placement hours where students learn and practice in (supervised) clinical settings

    2.6   Term in which it will be offered: **T1**   T2   T1 or T2   T1 and T2

    2.7   Prerequisite: **None. For MOT students only.**

    If there is a prerequisite waiver, who is responsible for signing it? **N/A**
    D – Instructor/Dept Approval
    H – Department Approval
    I – Instructor Approval

    2.8   Catalogue description (150 words or less):

    Students will gain practical experience in approved facilities and community agencies to apply and integrate advanced knowledge and skills of occupational therapy. This placement prepares students for full caseload management, specialized complex client care, and a focus on professional identity to support the application of competencies at an entry-to-practice level.

    2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course: Development of new Master of Occupational Therapy (OT) program within School of Rehabilitation Science.**

This capstone placement allows for full caseload management and specialized client care, applying competencies at an entry-to-practice level. Students strengthen their professional identity, autonomy and readiness for independent practice.

4. **Please list the learning objectives for this course:**
    Note that these learning objectives are preliminary and will be updated as faculty members are onboarded and further develop curriculum.
    1. **Manage a caseload independently, ensuring ethical, culturally relevant care and timely outcomes.**
    2. **Provide and evaluate specialized interventions that align with best practices in occupational therapy.**
    3. **Reflect on and articulate a professional identity rooted in occupational therapy values and principles.**
    4. **Demonstrate readiness for independent practice through effective decision-making and problem-solving.**
    5. **Collaborate with clients, families, and other professionals to ensure relationship focused care.**
    6. **Participate in professional development activities.**

5. **Impact of this course**
    Are the programs of other departments or Colleges affected by this course? **N/A**
    If so, were these departments consulted? (Include correspondence)
    Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
    6.1 Courses to be deleted? **None**
    6.2 Courses for which this course will be a prerequisite? **Does not apply.**
    6.3 Is this course to be required by your majors, or by majors in another program? **Yes. Required by the OT program.**

7. **Course outline**
    (Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**
    8.1 What is the maximum enrolment number for this course? And from which colleges?
    School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

    8.2 For room bookings, please indicate the maximum estimated room size required for this course:
    ✔ 10-50*
    ☐ 50-90
    ☐ 90-130
    ☐ 130+

    ∗For scheduled activities within School of Rehabilitation Science.

9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **Yes**

10. **Required text**
Include a bibliography for the course. **N/A**

11. **Resources**
11.1 Proposed instructor: **Academic Lead Clinical Education & Community Affairs and Clinical Coordinator.**
11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program.**

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program tuition is assessed per term.**
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	**Clinical**	PRB	Problem Session

COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1   NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
FNAR   Fine Arts
HUM   Humanities
SCIE   Science
SOCS   Social Science
ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1   Permission Required:
3.2   **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3   Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4   Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5   Corequisite(s): course(s) that must be taken at the same time as this course
3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

UNIVERSITY OF SASKATCHEWAN	New Course Proposal & Creation Form

1. Approval by Department Head or Dean

1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
1.2 Department with academic authority: **School of Rehabilitation Science**
1.3 Term from which the course is effective: **Winter 2028**

2. Information required for the Catalogue

2.1 Label & Number of course: **OTH 904**
2.2 Academic credit units: **6 (1 cu = 37.5 hours of clinical placement)**

2.3 Course Long Title (maximum 100 characters): **Clinical Placement 4**
Course Short Title (maximum 30 characters): **Clinical Placement 4**

2.4 Total Hours: Lecture   Seminar   Lab   Tutorial   Other **225***

2.5 Weekly Hours: Lecture   Seminar   Lab   Tutorial   Other **37.5***

*These are clinical placement hours where students learn and practice in (supervised) clinical settings

2.6 Term in which it will be offered: T1   **T2**   T1 or T2   T1 and T2

2.7 Prerequisite: **None. For MOT student only.**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less):

Students will gain practical experience in approved facilities and community agencies to apply and integrate their knowledge and skills of occupational therapy. This clinical placement focuses on complex OT interventions, enhancing clinical reasoning and decision-making. It prepares students for more autonomous roles and strengthens competencies critical to OT functions. This course is designed to provide diverse experiences and advanced clinical skills with a more complex caseload relevant to the content from previous courses.

2.9 Do you allow this course to be repeated for credit? **No**

3. **Please list rationale for introducing this course: Development of new Master of Occupational Therapy (OT) program within School of Rehabilitation Science.**

This clinical placement focuses on complex OT interventions, enhancing clinical reasoning and decision-making. It prepares students for more autonomous roles and strengthens competencies critical to OT functions, emphasizing intervention planning, client-centered practice, and initial evaluations.

4.   **Please list the learning objectives for this course:**

Note that these learning objectives are preliminary and will be updated as faculty members are onboarded and further develop curriculum.
1. **Demonstrate and apply professional knowledge, skills, and attitudes when working with diverse populations.**
2. **Apply inclusive practices during all therapeutic processes including referral analysis, assessment, planning, implementation and evaluation of intervention, discharge planning and follow up to address client needs.**
3. **Demonstrate decision-making and critical inquiry relevant to occupational therapy practice relevant to the context of the client and their individual needs.**
5. **Use ethical principles and adhere to legal requirements in occupational therapy practice.**
6. **Integrate constructive feedback into performance.**
7. **Integrate previous academic and clinical placement experiences with current experiences.**

5.   **Impact of this course**
Are the programs of other departments or Colleges affected by this course? **N/A**
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal? **N/A**

6.   **Other courses or program affected** (please list course titles as well as numbers)
6.1   Courses to be deleted? **None**
6.2   Courses for which this course will be a prerequisite?   **Does not apply.**
6.3   Is this course to be required by your majors, or by majors in another program? **Yes. Required by the OT program.**

7.   **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8.   **Enrolment**
8.1   What is the maximum enrolment number for this course? And from which colleges?
School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:
☑ 10-50*
☐ 50-90
☐ 90-130
☐ 130+

∗For scheduled activities within School of Rehabilitation Science.

9.   **Student evaluation**
     Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

     9.1   How should this course be graded?
           C – Completed Requirements
           (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
           N – Numeric/Percentage
           (Grade options for instructor: grade of 0% to 100%, IP in Progress)
           P – Pass/Fail
           (Grade options for instructor: Pass, Fail, In Progress)
           S – Special
           (Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

     9.2   Is the course exempt from the final examination? **Yes**

10. **Required text**
     Include a bibliography for the course. **N/A**

11. **Resources**
     11.1 Proposed instructor: **Academic Lead Clinical Education & Community Affairs and Clinical Coordinator.**
     11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program.**

     11.3   Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

     11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**
     12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program tuition is assessed per term.**
     12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" <u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees</u> **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	**Clinical**	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts
HUM Humanities
SCIE Science
SOCS Social Science
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1 Permission Required:
3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5 Corequisite(s): course(s) that must be taken at the same time as this course
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

UNIVERSITY OF SASKATCHEWAN	**New Course** **Proposal & Creation Form**

1**. Approval by Department Head or Dean**
    1.1   College or School with academic authority: **College of Graduate and Postdoctoral Studies**
    1.2   Department with academic authority: **School of Rehabilitation Science**
    1.3   Term from which the course is effective: **Fall 2026 (across all terms)**

2. **Information required for the Catalogue**
    2.1   Label & Number of course: **OTH 990**
    2.2   Academic credit units: **0**

    2.3   Course Long Title (maximum 100 characters): **Occupational Therapy Professional Development**
          Course Short Title (maximum 30 characters): **Occupational Therapy Professional Development**

    2.4 Total Hours: Lecture Seminar Lab Tutorial **Other: 0**

    2.5 Weekly Hours: Lecture Seminar Lab Tutorial **Other: 0**

    2.6   Term in which it will be offered: **Term 1 and 2 Continuous enrolment throughout the duration of the program.**

    2.7   Prerequisite: **None. For MOT students only**

    If there is a prerequisite waiver, who is responsible for signing it? **N/A**
    D – Instructor/Dept Approval
    H – Department Approval
    I – Instructor Approval

    2.8   Catalogue description (150 words or less):
    This course supports independent and guided learning experiences to support professional development and growth, based on the Competencies for Occupational Therapists in Canada.

    2.9   Do you allow this course to be repeated for credit? **No**

3.   **Please list rationale for introducing this course:** Development of new Master of Occupational Therapy (OT) program within School of Rehabilitation Science.

4.   **Please list the learning objectives for this course:**

    Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

- Advance self-directed study skills to be a lifelong learner and reflective health care professional.

- Build and articulate transferable professional skills including intercultural engagement, interpersonal relations, communication, and leadership.
- Build professional and interprofessional learning networks including participating in peer-led professional learning networks.

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? **N/A**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1 Courses to be deleted? **None**
   6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
   6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MOT program.**

7. **Course outline**
   (Weekly outline of lectures or include a draft of the course information sheet.) **The course outline will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Professional learning network meetings are scheduled independently by students.**

8. **Enrolment**
   8.1 What is the maximum enrolment number for this course? And from which colleges?
   School of Rehabilitation Science (SRS) students only. Maximum enrolment will align with student admissions in the Occupational Therapy Program.

   8.2 For room bookings, please indicate the maximum estimated room size required for this course:
   a 10-50
   c 50-90
   c 90-130
   c 130+

9. **Student evaluation**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

   9.1 How should this course be graded?
   > **C – Completed Requirements**
   > *(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*
   > N – Numeric/Percentage
   > *(Grade options for instructor: grade of 0% to 100%, IP in Progress)*
   > P – Pass/Fail
   > *(Grade options for instructor: Pass, Fail, In Progress)*
   > S – Special
   > *(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2   Is the course exempt from the final examination? **No final exam required.**

10.   **Required text**
      Include a bibliography for the course. **Will be provided as the syllabus is developed.**

11.   **Resources**
      11.1 Proposed instructor: **Multiple instructors in the department including faculty with support from the clinical community.**

      11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program. Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.**

      11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

      11.4 Are any additional resources required (library, audio-visual, technology, etc**.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12.   **Tuition**
      12.1 Will this course attract tuition charges? If so, how much? (use <u>tuition category</u>) **Program tuition, assessed per term.**

      12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" <u>http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees</u> **No**

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
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ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	**SSI**	**Supervised Self Instruction**
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program

LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1   NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
FNAR   Fine Arts
HUM   Humanities
SCIE   Science
SOCS   Social Science
ARNP   No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites) N/A

3.1   Permission Required:
3.2   **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
3.3   Prerequisite(s): course(s) that must be completed prior to the start of this course
3.4   Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5   Corequisite(s): course(s) that must be taken at the same time as this course
3.6   Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note**: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

    5.1   If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

*Please note: SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2024

APPENDIX E: Stakeholder Engagement

The following stakeholder meetings were held throughout the Fall/Winter to inform the contents of this proposal.

Stakeholder	Meeting Date
School of Rehabilitation Science (SRS) Clinical Education Lead	8/13/2024
Executive Director & Registrar Saskatchewan College of Occupational Therapists (SCOT) – Regulatory Body	8/13/2024
Director of Canadian Association of Occupational Therapists CAOT-SK	8/13/2024
Director or Accreditation-Canadian Association of Occupational Therapists (CAOT)	8/16/2024
Chair, Associate Professor University of Alberta Department of Occupational Therapy	8/16/2024
Academic Fieldwork Coordinator University of Alberta Department of Occupational Therapy	8/22/2024
Sask Starters Community of Practice	8/27/2024
Clinical Director/Occupational Therapist -Theraplay	8/28/2024
Senior Instructor Dalhousie School of Occupational Therapy	9/4/2024
Occupational Therapy Council - Regina	9/10/2024
Occupational Therapy Advisory Council - Saskatoon	9/12/2024
Associate Professor University of Manitoba MOT program	9/13/2024
Operational Stress and Injury Clinic	9/16/2024
Chair of Admissions University of Alberta Department of Occupational Therapy	9/17/2024
Faculty University of Alberta Department of Occupational Therapy – Edmonton Campus – Site Visit	9/19/2024
Director and Professor School of Occupational Therapy University of Western Ontario	9/23/2024
Director of Canadian Association of Occupational Therapists CAOT-SK	9/23/2024
Associate Professor School of Occupational Therapy University of Western Ontario	9/24/2024
Assistant Dean, Research and Support Services Health Sciences Library - USask	9/25/2024
Chair, Professor Occupational Science & Occupational Therapy University of Toronto	9/27/2024
Indigenous Initiatives Coordinator School of Rehabilitation Science	9/27/2024
Manager of Professional Practice – Occupational Therapy – Saskatchewan Health Authority	10/1/2024
Occupational Therapists CBI Heath	10/3/2024
Director of Clinical Learning Services CLRC - USask	10/4/2024
Academic Fieldwork Coordinator, University of Manitoba MOT program	10/9/2024
Senior Occupational Therapist GEM	10/9/2024

Stakeholder	Meeting Date
SRS Admissions Committee Chair MPT Program	10/11/2024
Department of Anatomy, Physiology, and Pharmacology	10/17/2024
Department of Psychology	10/17/2024
Saskatchewan Health Authority Conference Presentation	10/18/2024
Director or Accreditation-Canadian Association of Occupational Therapists (CAOT)	10/23/2024
Director of Canadian Association of Occupational Therapists CAOT-SK	10/23/2024
Associate Professor University of Manitoba MOT program – Site Visit	10/29/2024
SRS Clinical Education Unit	10/31/2024
Director of Clinical Learning Services, CLRC - USask	10/31/2024
Holistic Admissions Advisor, Acuity	11/1/2024
Executive Director & Registrar Saskatchewan College of Occupational Therapists (SCOT) – Regulatory Body	11/5/2024
Professor & Department Head Occupational Science and Occupational Therapy University of British Columbia	11/5/2024
Associate Chair University of Alberta Department of Occupational Therapy	11/5/2024
Faculty University of Alberta Department of Occupational Therapy – Augusta Campus Site Visit	11/6/2024
SRS Admissions Committee Chair - MPT	11/7/2024
Senior Occupational Therapist Wascana Rehab	11/12/2024
Manager and Occupational Therapists – Home Care, Saskatchewan Health Authority - Saskatoon	11/13/2024
Academic Fieldwork Coordinator University of Alberta Department of Occupational Therapy	11/13/2024
Professor Emeritus Occupational Scient and Occupational Therapy University of British Columbia	11/13/2024
SRS Executive Curriculum Committee Chair	11/14/2024
Director Continuing Education in Rehabilitation Science (CERS)	11/14/2024
Continuing Education Unit School of Rehabilitation Science	11/15/2024
Manager of Home Care Regina South – Saskatchewan Health Authority	11/19/2024
SRS nistotamawin circle	11/20/2024
Director or Accreditation-Canadian Association of Occupational Therapists (CAOT)	11/21/2024
Occupational Therapist - Mental Health Saskatchewan Health Authority	11/22/2024
Rehabilitation Coordinator, Senior Occupational Therapists-Home Care Regina South – Saskatchewan Health Authority	11/26/2024
Professor Emeritus Occupational Scient and Occupational Therapy University of British Columbia	12/2/2024
Manger of Interprofessional Practice Therapies Regina General hospital	12/3/2024

Stakeholder	Meeting Date
College of Kinesiology	12/4/2024
College of Graduate and Postdoctoral Studies	12/5/2024
Lecturers in Anatomy for current MPT program	12/6/2024
Canadian Centre for Rural and Agricultural Heath (CCRAH)	1/13/2025
College of Nursing	1/22/2025
College of Pharmacy & Nutrition	1/23/2025
College of Education	1/27/2025
College of Arts & Science	1/29/2025

APPENDIX F: Letters of Support

We deeply appreciate the letters of support that have been provided and the overall enthusiasm that we have received from our colleagues. These letters will be incorporated into the final document that will be compiled for our Academic Programs Committee submission.

Stakeholders who have provided letters of support for this program:
Department of Community Health and Epidemiology
Department of Academic Family Medicine
Department of Physical Medicine and Rehabilitation
Department of Psychiatry
Department of Surgery
Clinical Learning Resource Centre
Department of Anatomy, Physiology, and Pharmacology
Department of Psychology
Saskatchewan College of Occupational Therapists
Canadian Association of Occupational Therapists
College of Nursing
Department of Linguistics
College of Dentistry
College of Kinesiology
Department of Pediatrics
College of Pharmacy & Nutrition
Canadian Centre for Rural and Agricultural Health

AG Ahmed, MBBS, MSc, MPsychMed, LLM, MRCPsych, FRCP(C)
Professor & Provincial Department Head
Provincial Department of Psychiatry
Ellis Hall, 103 Hospital Drive
Saskatoon, Sk. CANADA S7N 0W8
TEL: **(306) 844-1310** FAX: **(306) 844-1533**

December 4, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

Dear Dr. Forgie:

RE: Support for the Development of Occupational Therapy and Speech-Language Pathology Programs

I am writing to express my strong support for the development of the Occupational Therapy and Speech-Language Pathology programs at the University of Saskatchewan. As a psychiatrist with extensive experience in general and forensic psychiatry, I have witnessed firsthand the profound impact that these professions have on the lives of individuals (Fetal Alcohol Spectrum Disorder, Acquired Brain Injury, etc.) and communities.

Having worked closely with both Occupational Therapists and Speech-Language Pathologists over the years, I have developed a deep appreciation for their roles in enhancing the quality of life for people across diverse age groups and backgrounds. These professionals not only play a critical role in rehabilitation and recovery but also contribute to the prevention of disabilities and the promotion of wellness. Their work empowers individuals to achieve their fullest potential, fostering independence and supporting social integration.

The significance of these professions extends beyond physical rehabilitation into the area of mental health care. Occupational Therapy and Speech-Language Pathology are vital components in comprehensive mental health treatment, facilitating support for individuals coping with anxiety, depression, intellectual disabilities, and other mental health disorders. By integrating therapeutic approaches that address both the physical and emotional needs of patients, these programs would not only enhance the quality of care but also promote a holistic understanding of health within our academic framework.

Introducing Occupational Therapy and Speech-Language Pathology programs at the University of Saskatchewan would be a significant step forward in addressing the growing need for skilled practitioners in these areas. As the demand for health care services continues to rise, establishing these

programs would help to ensure that our communities have access to qualified professionals who can address a variety of needs—from children's speech development to the rehabilitation of adults recovering from injuries.

Furthermore, the integration of these programs within our university would enhance the academic landscape and foster an environment ripe for interdisciplinary collaboration. I envision opportunities for joint research initiatives, interprofessional teaching, and practical learning experiences that not only benefit the students but also enrich our institution and the wider community. Collaborative academic medicine is essential in today's healthcare landscape, and the inclusion of these programs would position the University of Saskatchewan as a leader in integrated healthcare education.

As a committed advocate for health education, I would be eager to collaborate with the new programs through various initiatives, such as joint research projects focused on improving therapeutic practices, workshops that facilitate interprofessional learning, and community engagement activities to raise awareness about the importance of Occupational Therapy and Speech-Language Pathology.

I wholeheartedly believe that the establishment of these programs at the University of Saskatchewan is not just a valuable addition to our academic offerings but an essential investment in the health and well-being of our communities. I look forward to the possibility of supporting these vital programs and contributing to the broader mission of educating future professionals who will make a lasting impact.

Thank you for considering this important initiative.

Sincerely,

AG Ahmed, MBBS, LLM, MSc, MPsychMed, MRCPsych, FRCPC
Professor and Provincial Department Head, Department of Psychiatry
University of Saskatchewan & Saskatchewan Health Authority

AGA/dls

cc: Dr. Brenna Bath
        Liz Kuley

UNIVERSITY OF SASKATCHEWAN

Department of Anatomy, Physiology, and Pharmacology College of Medicine

2D01 HLTH – 107 Wiggins Road
Saskatoon SK S7N 5E5
Telephone: (306) 966-6292
Facsimile: (306) 966-6220

November 8, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
Saskatoon, SK, S7N 5E5

RE: Support for the development of the Occupational Therapy Program

Dear Dr. Forgie,

As Head of the Department of Anatomy, Physiology, and Pharmacology, I am very pleased to write this letter of support for the creation of the Occupational Therapy program in the School of Rehabilitation Science.

This program will offer a great opportunity for the students at the University of Saskatchewan to pursue this exciting field and those students will help to fill important unmet needs of the people of our province for the services that they will learn to provide.

Our department works closely with the School of Rehabilitation Science to deliver anatomy and neuroanatomy education to students in the Master of Physical Therapy program and we look forward to the opportunity to work together to design new courses specific to the new program.

Please let me know if you have any questions about our support for this program.

Sincerely,

Thomas Fisher, PhD
Professor and Head
Department of Anatomy, Physiology, and Pharmacology
College of Medicine
Saskatoon SK S7N 5E5

Cc: Dr. Brenna Bath
     Liz Kuley

Canadian Association of Occupational Therapists
Association canadienne des ergothérapeutes
CAOT · ACE

Monday, November 18, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5
Via email: liz.kuley@usask.ca

RE: Support for the development of Occupational Therapy Program

Dear Dr. Forgie,

On behalf of the Canadian Association of Occupational Therapists (CAOT) and the Saskatchewan chapter of the Canadian Association of Occupational Therapists (CAOT-SK), please accept this letter of support for the School of Rehabilitation Science, University of Saskatchewan, of their proposal to create an occupational therapy program in Saskatchewan.

The development of this program for Saskatchewan residents has the potential to make real change by advancing the recruitment and retention of occupational therapy providers in both rural and remote areas throughout the province, including our northern communities. This is a unique opportunity to build a program to meet the needs of the people of Saskatchewan, while supporting the occupational therapist (OTs) who are trained here to remain in the province to practice.

Workforce data collected by the Canadian Institute for Health Information (CIHI) in 2022 shows that Saskatchewan has the second lowest number of OTs per capita in Canada (only higher than Nunavut). The creation of an occupational therapy program at the University of Saskatchewan will address this shortage and allow for greater access to critical occupational therapy services that serve Saskatchewan's population needs, including primary care access, mental health support, and management of chronic conditions. This initiative would help stabilize the rural and remote workforce and improve team-based care.

A true interdisciplinary program at the School of Rehabilitation Science will assist with the development of a more comprehensive model of care incorporating health promotion, prevention, and continuous care. [1] This program has the potential to directly improve health outcomes in underserved communities and divert resources away from acute care/emergency rooms.

In addition, inter-professional collaboration during the entry to practice training for OTs would be ideal alongside the already existing physical therapy program and proposed speech language pathology program as these three professions have shown to have a greater impact when the students are trained together. Evidence has shown that collaborative practice between different health care professionals can produce positive results, such as improvements in patient access, the quality of services delivered, professional job satisfaction, and workplace productivity.[2]

We applaud this very important initiative and offer our full support. CAOT is the national organization that supports more than 20,000 occupational therapists (OTs) and occupational therapy assistants (OTAs) who work or study in Canada. CAOT's mission is to advance excellence in occupational therapy. CAOT also serves as a steward and safeguard of the profession by accrediting occupational therapy programs in Canada and administering the National Occupational Therapy Certification Exam (NOTCE).

CAOT-SK represents more than 400 occupational therapists in Saskatchewan through supporting practice, providing professional development, advocacy, and membership services. Should you require additional information to successfully implement this program, we would be pleased to assist you. You may contact Irving Gold at IGold@caot.ca or Christine Fleming at cfleming@caot.ca to make this request.

We wish the University of Saskatchewan and the province every success with this endeavor.

Sincerely,

Irving Gold
Chief Executive Officer
Canadian Association of Occupational Therapists

Christine Fleming, OTReg(SK)
Regional Director
CAOT-Saskatchewan

Cc: Dr. Brenna Bath
        Liz Kuley
        Tami Turner

1 Freund, T., Everet, C., Griffiths, P., Hudon, C., Naccarella, L., & Laurant, M. (2015). Skill mix, roles and remuneration in the primary care workforce: Who are the healthcare professionals in the primary care teams across the world? International Journal of Nursing Studies, 52(3), 727- 743. htps://doi.org/10.1016/j.ijnurstu.2014.11.014

2 Rumball-Smith, J., Wodchis, W. P., Koné, A., Kenealy, T., Barnsley, J., & Ashton, T. (2014). Under the same roof: Co-location of practitioners within primary care is associated with specialized chronic care management. BMC Family Practice, 15(149). htp://doi.org/10.1186/1471-2296-15-149

UNIVERSITY OF SASKATCHEWAN

December 20, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of Occupational Therapy and Speech-Language Pathology Programs in the School of Rehabilitation Science

Dear Dr. Forgie,

The department of community health and epidemiology (CHEP) is pleased to submit this letter of support for the development of the above two new programs in the School of Rehabilitation Science (SRS). The department has long enjoyed research and teaching collaborations with faculty in the SRS, trainees in the Masters of Physical Therapy program, and graduate student research in both units. The new Masters programs in Occupational Therapy and Speech-Language Pathology broaden the scope for collaboration we already share in our allied orientations towards population health equity, public health, and health promotion.

CHEP has a robust graduate program in community and population health sciences at the masters and doctoral level. We teach a variety of topics throughout the undergraduate medical curriculum ranging from epidemiology through medicine and society. The Division of Public Health and Preventive Medicine is located in our department, offering a residency program in this area.

The department also offers a 2-year certificate program in Global Health (GHC) available to health professional trainees in the the College of Medicine. Concurrent with primary curriculum, the GHC offers additional course work with targeted training in cultural humility, a deeper exposure to contexts and contingencies of health inequity among underserved and colonized populations, with a focus on implications for professional practice. Courses include 20 hours of volunteer work in urban inner city NGOs, as well as 5 week rural/remote Indigenous community placements in Saskatchewan (year 1) and internationally (year 2). Both undergraduate medical students and masters of physical therapy trainees in the SRS currently take advantage of this opportunity available for up to 15 students each year.

These are all terrific trainee spaces in which we would look forward to growing a culture of interprofessional collaboration between current and new programs in SRS and CHEP.

CHEP faculty are research intensive with interdisciplinary, interprofessional, and multistakeholder programs of population and public health equity-oriented research. Current SRS faculty are long-standing, valued leaders and collaborators in this work. We also serve on the advisory committees of thesis graduate students under the supervision of faculty in each of

our units. We look forward to building new relationships as the faculty complement in SRS grows to support the new Occupational Therapy and Speech-Language Pathology programs.

Finally, through the work of the SRS Nistotamawin committee and the CHEP Reconciliation Committee, both our units prioritize and partner in our efforts to address relevant Calls to Action in the Truth and Reconciliation Commission Final Report and the related efforts of the University of Saskatchewan towards Indigenization. I anticipate here also we will be able to together expand our efforts to support reflection of these important priorties in the new Occupational Therapy and Speech Language Therapy Programs.

We are excited to see these new programs in the SRS, College of Medicine here at the University of Saskatchewan that will help this province meet the health service needs of individual patients and a diverse and growing population.

Sincerely,

Sylvia Abonyi, Ph.D.
Professor and Department Head/ Community Health and Epidemiology
Research Faculty/Saskatchewan Population Health and Evaluation Research Unit
sylvia.abonyi@usask.ca

Cc: Dr. Brenna Bath
        Liz Kuley

Clinical Learning Resource Centre

HEALTHSCIENCES.USASK.CA/CLRC

Monday, January 27, 2025

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of Occupational Therapy and Speech-Language Pathology Programs

Dear Dr. Forgie,

Thank you for the opportunity to express my support for the development of the Occupational Therapy (OT) and Speech-Language Pathology (SLP) programs within the School of Rehabilitation Science. As the Director of the Clinical Learning Resource Centre, which provides medical simulation services to the health science learners at the University of Saskatchewan, I am enthusiastic about the potential to work with, and support these new programs. Our mandate at the Clinical Learning Resource Centre is to support all health science learners with simulation education, clinical evaluation and research opportunities, with the goal of helping to improve the health and wellbeing of the population of Saskatchewan. The School of Rehabilitation Science, specifically the Master of Physical Therapy is one of the programs that we currently support. We are eager to be able to provide support to the proposed Occupational Therapy and Speech-Language Pathology programs in addition to Physical Therapy.

One way in which we are hoping to support these new programs, is by housing some of their simulation needs within the Clinical Learning Resource Centre's facilities. This would include an Activity of Daily Living suite and an SLP diagnostics suite that would be located within our unit, and we could provide support services for. By partnering with and helping to support the OT and SLP programs the CLRC is hoping to facilitate the learning for these very important programs.

We at the CLRC are aware of the shortages of both OTs and SLPs within the province, and as our goal is to help improve the health and wellbeing of the residents of this province, we know how important these programs will be to not only the university, but the province as a whole. We look forward to collaborating with and supporting these programs.

UNIVERSITY OF SASKATCHEWAN

**Clinical Learning
Resource Centre**

HEALTHSCIENCES.USASK.CA/CLRC

**E2200 Health Sciences 104 Clinic Place
Saskatoon SK   S7N 2Z4   Canada**
Telephone: **306-966-2042**

Mark Walkner, Director- Clinical Learning Services
University of Saskatchewan Health Sciences
104 Clinic Place Saskatoon, SK

Cc: Dr. Brenna Bath
Liz Kuley

UNIVERSITY OF SASKATCHEWAN
College of Dentistry
DENTISTRY.USASK.CA

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the Development of Occupational Therapy and Speech-Language

Pathology Programs at the University of Saskatchewan

Dear Dr. Forgie,

On behalf of the College of Dentistry, I am writing to express our enthusiastic support for the development of the Occupational Therapy and Speech-Language Pathology programs at the University of Saskatchewan. These programs represent an exciting and important addition to the health sciences landscape of our university, aligning perfectly with our shared mission of improving health outcomes and advancing interprofessional education and collaboration.

The College of Dentistry recognizes the tremendous potential for collaboration between these new programs and our own areas of expertise. Specifically, we see opportunities to work together in pediatric dentistry, dental gerodontology, oral medicine, orthodontics, and ergonomics. These areas naturally intersect with the fields of occupational therapy and speech-language pathology, fostering innovation in research, patient care, and education.
In addition, we are excited about the potential to enhance interprofessional education for our students. The integration of students from these new programs into our clinical settings, through initiatives such as observerships in our dental clinic, would provide valuable experiential learning opportunities. These interactions would also prepare all our students to work more effectively in collaborative, multidisciplinary healthcare environments, ultimately benefiting the patients and communities we serve.

The professions of occupational therapy and speech-language pathology play a critical role in addressing the complex needs of individuals across the lifespan. Establishing these programs at

the University of Saskatchewan will not only fill a significant gap in healthcare education within our province but will also ensure that the next generation of practitioners is equipped to provide high-quality, patient-centered care.

We applaud the leadership and vision demonstrated by the College of Medicine in bringing these programs to fruition and look forward to working together to ensure their success.

Wishing all the best in your application.

Sincerely,

Walter Siqueira, DDS, MBA, PhD, FCAHS
Dean and Professor
IADR Distinguished Scientist

Cc: Dr. Brenna Bath
     Liz Kuley

UNIVERSITY OF SASKATCHEWAN
College of Pharmacy and Nutrition
PHARMACY-NUTRITION.USASK.CA

February 11, 2025

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of Occupational Therapy and Speech-Language Pathology Programs at the University of Saskatchewan

Dear Dr. Forgie:

As Dean and Professor of the College of Pharmacy and Nutrition, I am writing to express my enthusiastic support for the establishment of the new Occupational Therapy and Speech and Language Pathology programs at the University of Saskatchewan. These programs represent a significant advancement in our commitment to interprofessional education and collaborative healthcare and fill an important gap in our Health Sciences programs.

We look forward to collaborating with the programs as they will offer a unique opportunity to explore common links in interprofessional education, as well as research and scholarly activity. The fostering of a collaborative environment can only enhance the educational experience for our students, which, in turn, can improve patient outcomes through comprehensive and multidisciplinary care. We do envision a number of collaborative opportunities through our shared interests in the impact of drug use during rehabilitation, self-care, and supporting individuals living with disabilities. These collaborations can involve both clinical interventions and innovative research and scholarly initiatives.

Certainly, the addition of these programs significantly expand the health science offerings at the University of Saskatchewan. This expansion is not only a testament to our dedication to advancing healthcare education, but also a strategic response to the pressing health human resource challenges we face in Saskatchewan. With a growing demand for these essential services, we can better meet the needs of our community.

To summarize, I wholeheartedly support the establishment of the two programs. I am confident that these programs will enhance our interprofessional education efforts, foster meaningful collaborations, and address critical healthcare needs in our region.

Thank you for giving me the opportunity to support these important programs. I look forward to the positive impact these programs will have on our students, faculty, and the broader community.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Dr. Jane Alcorn, DVM, PhD
Dean and Professor, College of Pharmacy and Nutrition
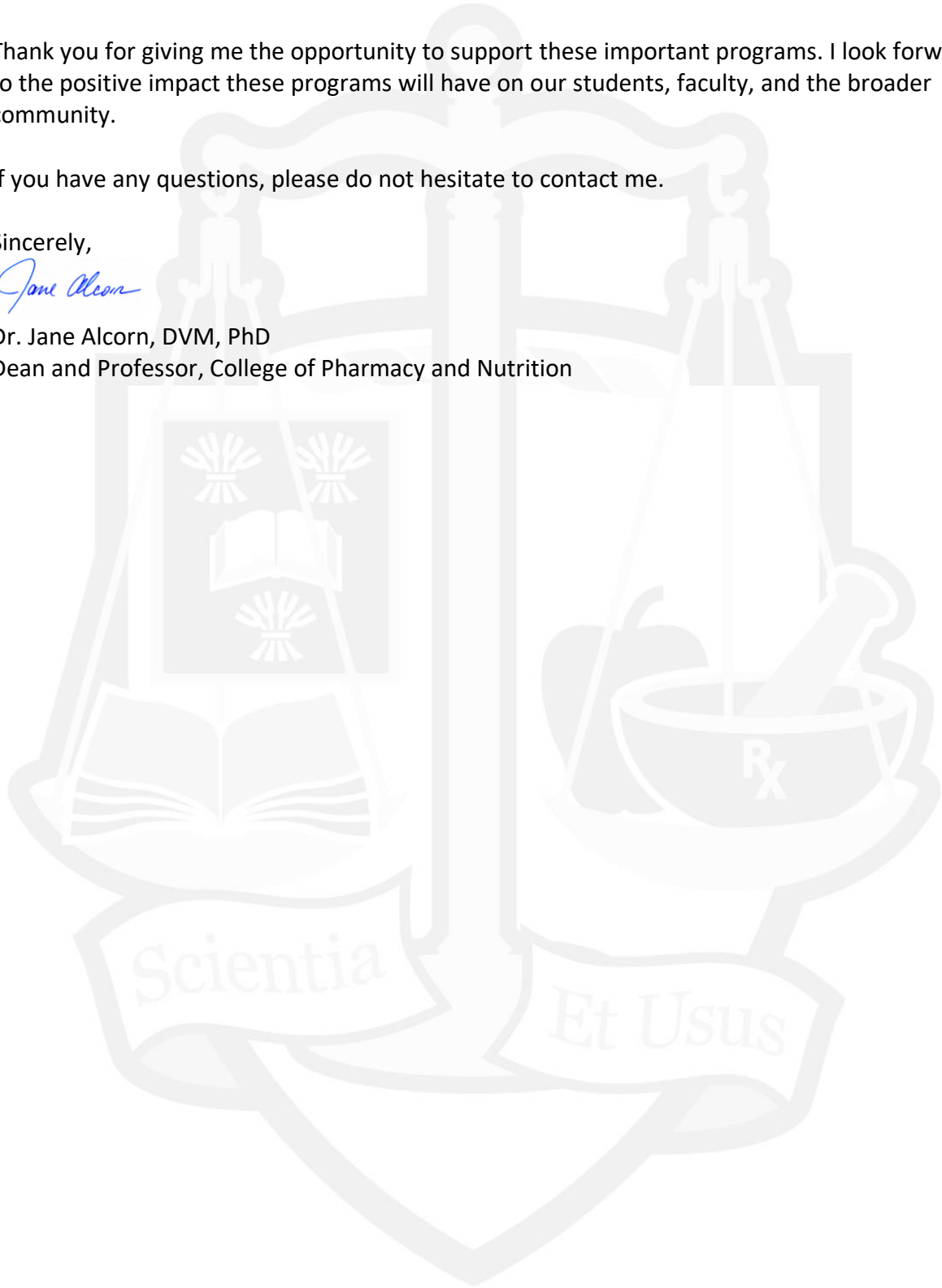
Saskatchewan Health Authority

Physical Medicine and Rehabilitation
Saskatoon Rehabilitation Centre
Saskatoon City Hospital
701 Queen Street
SASKATOON SK S7K 0M7
Fax: (306) 986-7222
www.saskatoonhealthregion.ca/locations_services/Services/Re
habilitation/Pages/Physiatry.aspx
www.medicine.usask.ca/pmr

UNIVERSITY OF SASKATCHEWAN
College of Medicine

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

Support for Occupational Therapy Program
School of Rehabilitation Sciences

Dear Dean Forge,

As the Provincial Head for Physical Medicine and Rehabilitation and a Physiatrist, I am writing to endorse the establishment of the Occupational Therapy program in the School of Rehabilitation Sciences.

Occupational Therapy is a highly specialized branch of rehabilitative medicine that requires training in multiple areas of expertise focusing on upper extremity function, instrumental activities of daily living, assistive equipment and cognitive assessment. Occupational Therapists play a key role in the delivery of multi and interdisciplinary care within the rehabilitation team setting. A successful program will require the support of both the University of Saskatchewan and engagement of community health care practitioners. The strong reputation of the School of Rehabilitation Sciences for commitment to evidence based health care excellence, proven record of graduate retention and visionary leadership places it in a unique position to deliver the Occupational Therapy program in the province.

The funding announcement could not have come at a better time as health care is facing a crisis in the delivery of rehabilitation services both in the acute and community care settings. The School of Rehabilitation Sciences and the University of Saskatchewan can help to fill the enormous gap that exists for Occupational Therapists in the Province. Currently, our primary source of Occupational Therapists in Saskatchewan comes from reserved seats purchased through the University of Alberta. Although this has been successful in addressing the needs of people with disabilities in Saskatchewan, there remains a great need for their care.

Health care professionals tend to work and live close to where they have trained. As these individuals are highly sought after by many jurisdictions outside the province, by developing our own program, we will be creating a "made in Saskatchewan" solution that will squarely address issues of recruitment and retention of Occupational Therapists in the Province of Saskatchewan.

Although creating a new program comes with enormous challenges, it is my view that this is a very good investment of the College of Medicine University of Saskatchewan's resources that will ensure growth and sustainability of the School of Rehabilitation Sciences and Health Care for many years to come.

Yours Sincerely,

Dr. A Gary Linassi BSc (Hon) BMedSc FRCPC
Provincial Head Physical Medicine and Rehabilitation
Associate Professor
College of Medicine University of Saskatchewan

Cc. Dr. Brenna Bath
    Liz Kuley

UNIVERSITY OF SASKATCHEWAN
College of Kinesiology
KINESIOLOGY.USASK.CA

Friday, January 17, 2025

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of Occupational Therapy Program at the University of Saskatchewan

Dear Dr. Forgie,

On behalf of the College of Kinesiology, I am pleased to provide a letter of support for the development of the Occupational Therapy (OT) Program at the University of Saskatchewan. The College of Kinesiology has had a long and productive relationship with the School of Rehabilitation Sciences via Physiotherapy and we are excited at the prospect of OT being added to the list of programs at USask.

Rehabilitation Sciences share many values, underlying concepts and interests with Kinesiology. This is exemplified by the large number of past and current research collaborations between these units, including projects investigating exercise physiology, motor control, and biomechanics to social psychology, wellness and determinants of health. The addition of an OT program would provide a new set of opportunities to work together to investigate both basic and applied health science questions whose answers could benefit a wide range of populations in Saskatchewan.

A Bachelor of Science in Kinesiology provides an excellent grounding in the science of human movement and aligns well with the requirements of an OT program. OT is a highly desired next step for many of the graduates from the College of Kinesiology. The option to study OT here at USask would be very appealing to students in our program and provide them with an opportunity to stay in the province.

Overall, the College of Kinesiology views the expansion of health science education at USask as a great benefit to the people of the province and to the students who will become future health care providers. The alignment of an OT program with the interests of the students and faculty in Kinesiology is high and we wholeheartedly support the development of the program.

Sincerely,

Dani Brittain
Dean, College of Kinesiology
University of Saskatchewan

Cc: Dr. Brenna Bath
        Liz Kuley

College of Arts and Science
Department of Linguistics

Monday, December 9, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of Occupational Therapy and Speech-Language Pathology Programs

Dear Dr. Forgie,

I am writing to express my support for the establishment of Speech-Language Pathology (SLP) and Occupational Therapy (OT) programs at the University of Saskatchewan. As the Department Head of Linguistics, I have witnessed firsthand the growing need for qualified professionals in these critical fields and am excited about the opportunity to collaborate with and support these new programs.

In my capacity as Department Head, our department plays a significant role in supporting students who aspire to enter SLP programs. We offer at least two prerequisite courses essential for SLP admissions, and a substantial number of our majors apply to such programs each year. Our *Speech Development and Diversity Certificate* is specifically designed to prepare students for success in SLP by integrating core courses in Linguistics and Psychology, focusing on foundational skills in language development and analysis. Additionally, our 4-year BA stream in *Language and Speech Sciences* offers a comprehensive foundation for students interested in speech and language-related careers, providing a comprehensive pathway to further studies in SLP.

Speech-Language Pathologists play an indispensable role in supporting vulnerable members of our community. Their work supports elders recovering from strokes, children with speech impediments and other conditions, and individuals managing a range of communication challenges such as dyslexia and aphasia. They also support individuals with developmental disorders like autism and language delays, significantly enhancing quality of life for patients and their families. The impact of their work extends beyond individual clients to strengthen the overall health and well-being of our communities.

Currently, there are no Speech-Language Pathology programs in Saskatchewan, which has led to a severe shortage of qualified professionals in the province. This gap has left many residents—particularly in rural and Indigenous communities—without timely or adequate care. Establishing these programs at the University of Saskatchewan would address this urgent need, ensuring access to essential services and fostering health equity across the province. Additionally, having SLP programs in Saskatchewan would help retain talented students who currently leave the province for their studies, often resulting in a loss of skilled professionals to other regions.

Our department is eager to collaborate with these new programs in multiple ways. We will provide prerequisite courses in linguistics, ensuring that incoming SLP students are well-prepared

Jesse Stewart, PhD
Professor, Graduate Chair, Undergraduate Chair
Department of Linguistics
University of Saskatchewan
916 Arts Building

Saskatoon, SK, Canada, S7N 5A5
+1(360)966.4183
stewart.jesse@usask.ca
http://jessestewart.net

for their academic and professional journeys. Moreover, our programs will act as a natural conduit for students interested in SLP, facilitating recruitment and streamlining the pathway from undergraduate studies to graduate training.
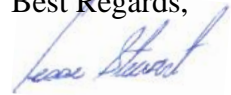
Given the shared focus on language and communication sciences, we anticipate significant opportunities for interdisciplinary collaboration. Faculty from both programs could engage in joint research initiatives, exploring topics such as language development, speech perception, and communication disorders. Interprofessional teaching and learning opportunities could also enhance the student experience, promoting cross-disciplinary understanding and innovation.

To conclude, the establishment of SLP and OT programs at the University of Saskatchewan represents an exciting and much-needed development for the province. Our department is fully committed to supporting these programs through academic, research, and collaborative initiatives. We look forward to working closely with the new programs to address Saskatchewan's critical needs and to foster a brighter future for the communities we serve.

Thank you for your consideration, and please do not hesitate to reach out if additional information or support is needed.

Sincerely,

Best Regards,

Jesse Stewart, PhD

Cc: Dr. Brenna Bath
        Dr. Olga Lovick
        Liz Kuley

Jesse Stewart, PhD
Professor, Graduate Chair, Undergraduate Chair
Department of Linguistics
University of Saskatchewan
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UNIVERSITY OF SASKATCHEWAN | Department of Academic Family Medicine

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

Thursday, December 5, 2024

Dear Dr. Forgie,

I am writing to express support on behalf of the Department of Family Medicine for the development of an Occupational Therapy Program in the School of Rehabilitation Science

As physicians who work in primary, we have the privilege of working closely with patients to address their diverse health needs. In this capacity, we witness how occupational therapy helps to bridge the gap between clinical treatment and functional living. Therapists help patients adapt to their environments, recover skills, and develop strategies to lead fulfilling lives despite physical or cognitive challenges. Occupational therapists enhance the ability of healthcare teams to empower patients to maintain and regain autonomy by focusing on activities of daily living such as dressing, bathing, cooking, and managing finances. They also contribute to addressing chronic illnesses such as diabetes, arthritis, and COPD by teaching strategies to adapt routines and environments to minimize the impact of these conditions.

As individuals working closely with patients in the community, we experience the impact of our current shortage of occupational therapists. Establishing an occupational therapy training program in our province will help increase the availability of qualified providers who can work collaboratively with expanding interprofessional teams in primary care.

A program of this nature also will expand opportunities for interprofessional education, fostering collaboration among healthcare disciplines and enhancing the overall quality of care. We look forward to the opportunity to collaborate on opportunities for interprofessional teaching and education amongst our family medicine undergraduate and postgraduate learners and occupational therapy students.

Introducing an Occupational Therapy program is a significant step toward improving healthcare accessibility and quality in Saskatchewan. This initiative would not only meet the growing demand for OT services but also contribute to more inclusive and collaborative care models that benefit our patients and communities. We are eager to support this endeavour and look forward to exploring ways to collaborate to advance interprofessional education and patient care.

Yours sincerely,

Kathy Lawrence MD CCFP FCFP
Associate Professor and Provincial Head

Wednesday, December 4, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5
RE: Support for the development of Occupational Therapy and Speech-Language Pathology Programs

Dear Dr. Forgie,

As the executive director and registrar of the Saskatchewan College of Occupational Therapists (SCOT), I am pleased to provide a letter of continued support on behalf of our organization, for the development of both the occupational therapy and speech language pathology programs at the University of Saskatchewan.

The Saskatchewan College of Occupational Therapists is the governing body responsible for regulating the practice of occupational therapy in Saskatchewan, to ensure Saskatchewan residents receive safe, ethical, and competent care. Our role is to protect the public by ensuring only qualified people are eligible to obtain a licence to practise occupational therapy in Saskatchewan. We support occupational therapists in maintaining their competency through our mandatory continuing competency program, and we investigate complaints and discipline members as matters are brought forward to the College.

SCOT recognizes the value of the occupational therapy profession within Saskatchewan, particularly in the healthcare sector. We acknowledge that occupational therapists work in a wide variety of areas and work collaboratively with many other professionals in team-based models of care. We understand the importance of Saskatchewan residents being able to access quality care from occupational therapists in a timely manner.

The development of an occupational therapy program will assist with increasing the number of occupational therapists in the province of Saskatchewan as a way of contributing to Saskatchewan's human health resource needs. A program will also strengthen the association between occupational therapy clinicians and research related to the profession. This program will create opportunities for Saskatchewan residents to train closer to their communities and has the potential to increase the diversity of the profession, which will be beneficial for those receiving services.

Our organization will continue to be engaged with the University of Saskatchewan to collaborate on common areas of interest. We will be prepared to communicate with faculty and students on regulatory matters as invited, and will be involved at the appropriate level of program accreditation processes.

We look forward to supporting the University of Saskatchewan as appropriate through the development of both programs. If you require any additional information from our organization, please contact us at 306-956-7768.

Sincerely,

Sherry Just, Executive Director / Registrar
Saskatchewan College of Occupational Therapists

Cc: Dr. Brenna Bath
        Liz Kuley

UNIVERSITY OF SASKATCHEWAN
College of Nursing
NURSING.USASK.CA

January 24, 2025

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of the Occupational Therapy and Speech-Language Pathology Programs at the University of Saskatchewan

Dear Dr. Forgie,

On behalf of the College of Nursing, I am writing to affirm our full support for the establishment of Occupational Therapy and Speech-Language Pathology Programs within the School of Rehabilitation Sciences. We acknowledge the profound and multifaceted benefits that occupational therapy, speech-language pathology, and nursing professionals can offer when working synergistically to deliver comprehensive, holistic, and patient-centred care.

This initiative will significantly enhance interdisciplinary collaboration, yielding benefits for our students and the broader healthcare community. We foresee substantial opportunities for interprofessional collaboration through joint research endeavours, teaching, and learning initiatives. Nurses, occupational therapists, and speech-language pathologists collaborate to provide holistic patient care by addressing physical, emotional, and communication needs, ensuring comprehensive care. Collectively, they develop care plans to optimize recovery, effectively manage chronic diseases, prepare students for multidisciplinary teamwork through interprofessional education, and promote community health by addressing the diverse needs of various populations.

The College of Nursing fully endorses these new programs and eagerly anticipates the positive impact they will have on our disciplines, communities, and University.

Sincerely,

Dr. Solina Richter MCur, DCur, RN
Dean and Professor
University of Saskatchewan
College of Nursing

Cc: Dr. Brenna Bath
        Liz Kuley

UNIVERSITY OF SASKATCHEWAN
College of Medicine
DEPARTMENT OF PEDIATRICS
MEDICINE.USASK.CA

Saskatchewan
Health Authority

Department of Pediatrics
Royal University Hospital
103 Hospital Drive,
Saskatoon, SK S7N 0W8
Phone: 306 844-1068

January 29, 2025

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of Occupational Therapy and Speech-Language Pathology Programs

Dear Dr. Forgie,

I am writing to express my enthusiastic support for the establishment of new academic programs in Occupational Therapy (OT) and Speech-Language Pathology (SLP) at the University of Saskatchewan. As the Provincial Head of Pediatrics, I have witnessed firsthand the critical role these professionals play in pediatrics and child health. These care providers are essential to optimizing developmental outcomes for our young patients.

In our practice, we work extensively with SLP and OT professionals, particularly in addressing the needs of children with neurodevelopmental challenges and those with acquired injuries. These professionals are critical partners in healthcare delivery, especially given the increasing rates of autism in our province. Their expertise is indispensable in ensuring comprehensive and effective care for our patients.
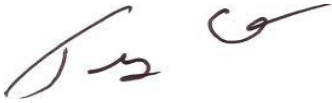
Having these training programs within our province is crucial. It increases the likelihood that trainees will remain in Saskatchewan, which is vital to meet the needs of children and families across the province, particularly in our northern and other rural and remote communities where we currently see significant gaps in services. Saskatchewan needs these Occupational Therapy and Speech-Language Pathology programs to ensure equitable access to care for all children.

As we continue to build the pediatric research institute, we anticipate a growing need for collaborations across disciplines. We are increasingly applying a multi-disciplinary lens to medical education, and having access to OT and SLP faculty will expand learning opportunities for our trainees. Both OTs and SLPs play a unique and critically important role in interprofessional learning and care environments.

I see many opportunities for our department to collaborate with and support these new programs, from shared learning opportunities for our trainees to research collaborations between faculty and learners. The establishment of these programs will not only enhance the quality of care we provide but also foster a more integrated and collaborative approach to pediatric healthcare.

Page 2

I am confident that the introduction of OT and SLP programs at the University of Saskatchewan will have a profound and positive impact on the health and well-being of children in our province.

Sincerely,

Terry Klassen, MD, MSc, FRCPC
Provincial Department Head of Pediatrics
Saskatchewan Health Authority (SHA)
University of Saskatchewan's College of Medicine

UNIVERSITY OF SASKATCHEWAN

Canadian Centre for Rural and Agricultural Health
University of Saskatchewan
104 Clinic Place, PO Box 23
Saskatoon, SK S7N 2Z4
Ph: 1-306-966-8286
ruralaghealth@usask.ca

February 19, 2025

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of an Occupational Therapy Program

Dear Dr. Forgie,

I am pleased to provide a letter of support in the development of an Occupational Therapy Program. Our Canadian Centre for Rural and Agricultural Health (CCRAH) is a USask research Centre with a mandate to empower and support people to live healthy and safe in rural and agricultural settings. We undertake our mission through research in health and safety of rural people and agricultural producers, and translating the research evidence into resources, programs, and services to support the health and safety of rural people.

A USask Occupational Therapy program would bring great value to advancing the mission of our Centre. Occupational Therapy is an important component to support safe working and living and is a profession that is sorely underrepresented in rural practice and in rural research. Occupational therapy could play a strong role in the research translation programs of CCRAH including, but not limited to, our rural dementia action research, ergonomics, One2One farmer programming, industrial hygiene, and rural health programs. Our Centre infrastructure could help support new faculty in their research programs as well as potentially supporting access to our research and clinical program participants.

I am happy to provide any additional information if necessary.

Sincerely,

Shelley Kirychuk, BScN, MSc, MBA, PhD
Director

Cc: Dr. Brenna Bath
        Liz Kuley

November 4, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan

RE: Support for the development of an Occupational Therapy at the University of Saskatchewan

Please accept this letter in support of the development of the Occupational Therapy Program at the University of Saskatchewan. Delivering a training program in this critical health profession in Saskatchewan is vital for addressing the human resource gap within the province, and for ultimately enhancing the health and wellbeing of residents of Saskatchewan.

Within the Department of Psychology & Health Studies we offer a PhD level training program in Clinical Psychology. Students in the Clinical Program interact with healthcare professionals during various practicum placements in the community, and some of these healthcare professionals include Occupational Therapists. Interprofessional training is a requirement for these students as part of the accreditation standards set out by the Canadian Psychological Association, and having a training program in Occupational Therapy would be an asset to the Clinical Program in meetings its interprofessional training requirements.

There are possibilities for interprofessional training in the Rural and Remote Memory Clinic, a clinic led by Dr. Megan O'Connell, a Professor in Psychology & Health Studies. The Rural and Remote Memory Clinic would benefit from a faculty lead from Occupational Therapy and could be a fruitful interprofessional training ground for Occupational Therapy Students focusing on practice in a context of neurological conditions such as dementia. Dr. O'Connell also has had research collaborations with Occupational Therapists due to common interests in cognitive rehabilitation and cognitive assessment and together they could innovate how to do functional assessments for rural families, as one example.

We also realize that certain undergraduate Psychology courses are options amongst the listed pre-requisites for entrance to this program. Although our undergraduate classes are running at very close to capacity, we look forward to future discussions to examine ways that we can work together to provide these fundamental courses to USask students preparing for a future in Occupational Therapy.

Sincerely,

Karen Lawson, PhD CE
Professor and Department Head

Cc: Dr. Brenna Bath; Liz Kuley

Wednesday, December 11, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road, Saskatoon, SK, S7N 5E5

RE: Support for the Development of Occupational Therapy and Speech-Language Pathology Programs

Dear Dr. Forgie,

I am very pleased to write a letter of support for programs in Occupational Therapy and Speech-Language Pathology within the College of Medicine's School of Rehabilitation Sciences. As the Provincial Department Head of Surgery, I recognize the vital role these professions play in patient care, and as a practicing Neurosurgeon, particularly within the field of Neurosurgery.

Since starting my practice in Saskatchewan in 2008 as a practicing cerebrovascular and endovascular neurosurgeon, I have had extensive experience working closely with speech-language pathologists (SLPs) and occupational therapists (OTs). In the context of a neurosurgery team, their contributions are essential to providing comprehensive patient care. The impact of their work with neuroscience patients is immeasurable. I have witnessed firsthand the profound difference excellent SLP and OT support can make, with many patients achieving remarkable recoveries following strokes and other neurological events.

However, recruiting these specialists remains a challenge, and the current out-of-province training program does not support a sustainable model for meeting the needs of our province. For this reason, I strongly support the introduction of this program into Saskatchewan. Over the past two years, I have actively advocated for this initiative at the Ministerial and Assistant Deputy Ministerial levels.

The Department of Surgery would be eager to collaborate with these programs in any capacity, including through educational initiatives and clinical placements for students.

Thank you for your attention to this important matter. I look forward to the continued development and success of these programs in Saskatchewan.

Sincerely,

Michael Kelly, MD, PhD, FRCSC, FACS
Provincial Department Head and Fred H. Wigmore Professor of Surgery
Knight Family Enhancement Chair in Neurological Surgery
University of Saskatchewan and Saskatchewan Health Authority
B419 Health Sciences Building, 107 Wiggins Road, Saskatoon, SK S7N 5E5

UNIVERSITY OF SASKATCHEWAN
College of Medicine
DEPARTMENT OF SURGERY
MEDICINE.USASK.CA

cc: Dr. Brenna Bath, Liz Kuley

APPENDIX G: Budget and Financial Implications Form

UNIVERSITY OF SASKATCHEWAN

University of Saskatchewan
Financial Implications - New or Major Revision of Existing Program Proposal

Requirements:

Of primary importance to the University of Saskatchewan is that academic programs:
• be of high quality
• be in demand by students and the public
• use resources efficiently.

This form identifies the relevant financial implications that should be summarized in your proposal and is to be completed for all new programs and major revisions **(that require new resources).**

Please ensure that this form is completed and reviewed with Office of Institutional Planning & Assessment **prior** to submission of the program proposal to the Academic Programs Committee of Council.

Program Information:

1	Name of the program:	
	Master of Occupational Therapy	
2	Sponsoring unit (department/college/school):	
	School of Rehabilitation Science/College of Medicine	
3	Is this an interdisciplinary program? If yes, provide details:	
	No	
4	Is there a formal agreement required with any parties external to USask for this program?	
	No	

Enrolment Expectations:

5 What is the projected student enrolment in the program initially, and over time, and on what evidence is the projection based?

Comment upon whether the program is primarily designed to: a) cater to graduates of sponsoring college/school/USask, b) meet a provincial demand (as presented in the SK Growth Plan), c) meet national demand, or d) meet an international demand?

40 students are expected initially and ongoing. This is to cater to provincial and national demand. During the creation of the business plan strong demand for these programs was identified. Existing programs in other provinces are at capacity and Saskatchewan has need for these professionals so employment is promising. Pared with a strong marketing and recruitment plan, maximum enrollment is expected.

6 What is the minimum number of students needed for this program to be viable? Please provide support for calculation.
the tuition for 40 students in addition to the ongoing government funding will balance the program.

7 What is the maximum enrolment, given the limitations of the resources allocated to the program?

40 students

8 How is enrolment expected to increase or decrease in the sponsoring college/department, and in other colleges/departments as result of this new program?
Is the expectation that total enrolment for USask would increase as a result of this new program? *Especially comment if any new courses are being created.*
Enrollment is expected to remain at 40 students given the demand.

Faculty and Staff:

9 Are there sufficient numbers of appropriately qualified faculty and staff to support the program (teaching, advising, etc.)?
If not, will you be looking to hire? If hiring, what positions and FTE are needed?
Hiring 12.0 FTE

10 Please explain if/how teaching assignments of (each) unit and instructor are affected by this proposal?
they are not affected

11 Are courses or programs being eliminated in order to provide time to teach the additional courses? If so, please list.
No

Resource Implications

12 Are there any capital or start-up costs anticipated, and how will these costs be covered?
Costs can include new space, renovations, equipment, computer hardware and software, marketing and promotion, faculty recruitment, curriculum development, etc. Please provide the exact amounts on sheet titled "Budget".
Included

13 Explain budget allocations and how the unit resources will be reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements)?

Renovations to current SRS space as well as new space is planned. Hiring of 16 FTE administrative staff (see budget sheet)

14 If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs.
N/A

15 If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.
N/A

16 List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offset incremental program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions.
The Government of Saskatchewan is providing one time and ongoing funding for both programs. Each years funding needs is submitted to the Government of Saskatchewan and is awarded as outlined in the business plan or as updated.

Tuition and Student Cost:

17 What tuition will the program be charging (Will the program utilize a special tuition model or existing tuition categories)? *Note: As per the Tuition & Fees policy, authority for tuition approval is delegated to the Provost on behalf of the Board of Governors*

Existing tuition category same as MPT program. Single Flat Fee

18 If this is an interdisciplinary program, please explain the proposal for how tuition could be shared amongst the participating colleges/schools? ? (please provide supporting documents)
N/A

19 What is the total annual cost of the program for a student (tuition and fees included, if any)?
1st and 2nd year tuition and fees: 12,320.79/year. Final (partial year) tuition and fees:$2351.15

20 Will there be a tuition deposit for this program? if yes, what is the planned rate?
Please visit the Fee Review Committee website for information on the processes to set-up a tuition deposit
No

21 Compare the proposed total annual cost of the program per student (both domestic and international) with that of similar programs at USask or other relevant institutions (i.e. U15).
Compared with the MPT Program

22 What provisions are being provided for student financial aid and to promote accessibility of the program? What scholarships will students be able to apply for, and what proportion of students would be eligible?

All students are eligible to apply for multiple awards based on academic accomplishment administered through the school, several take into account financial need based on submissions to the USask financial needs calculator. There will be no more than two awards per person, per academic year

UNIVERSITY OF SASKATCHEWAN

University of Saskatchewan
Financial Implications - New or Major Revision of Existing Program Proposal

Instructions:
1. Identify limited term and ongoing revenue and expenditure estimates directly in the worksheet below.
2. Areas shaded in grey denote required inputs. All other cells are auto-calculated.
3. For programs expected to generate a deficit in any given year, provide an explanation (in the Comments section) of how that deficit will be managed in future year(s) in order to ensure long-term financial sustainability.

	Academic Year					Comments
	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
Revenue						
Tuition						
New domestic students	0	40	40	40	40	40 students admitted per year
Domestic students continuing in the program (Year 2	0	0	40	40	40	added contuning students since project is ongoing
		0	0	40	40	
Total # of domestic students (headcount)	0	40	80	120	120	
Domestic tuition rate per credit unit, *if known*						
Domestic tuition rate per student		$ 12,603.00	$ 12,981.09	$ 13,370.52	$ 13,771.64	based on MPT tutition rates with 3% yearly increase
Domestic tuition rate per student (Partial year)		$ 2,016.48	$ 2,076.97	$ 2,139.28	$ 2,203.46	truncated for partial year
Total tuition revenue - domestic	$ -	$ 504,120.00	$ 1,038,487.20	$ 1,155,213.16	$ 1,189,869.56	
New international students						
Int'l students continuing in the program	0					
Total # of international students (headcount)	0	0	0	0	0	
Int'l tuition rate per credit unit, *if known*						
International tuition rate per student						
Total tuition revenue - international	$ -	$ -	$ -	$ -	$ -	
Total Tuition Revenue	$ -	$ 504,120.00	$ 1,038,487.20	$ 1,155,213.16	$ 1,189,869.56	
Student fees (specific to course or program) use total						
(Choose from drop down menu)						$120 application fee for grad courses- not course specific
(Choose from drop down menu)						
Other (list in Comments)						
Total Student Fees	$ -	$ -	$ -	$ -	$ -	
External funding support (list in Comments)	$ 6,763,725.63	$ 3,152,045.00	$ 2,241,540.00	$ 2,261,540.00	$ 2,311,540.00	Ongoing and one time government funding
Internal re-allocation (list in Comments)						
Total Revenue	$ 6,763,725.63	$ 3,656,165.00	$ 3,280,027.20	$ 3,416,753.16	$ 3,501,409.56	
Costs						
Start-up costs						
New space/renovations (classroom, office, laboratory, wo	$ 4,400,000.00					
Equipment, including IT (e.g. hardware, software, lab mat	$ 900,000.00					
Faculty and Student Recruitment	$ 18,000.00	$ 20,000.00				
Marketing and Promotion, *if not using centralized services*						
Curriculum Development, *if not using centralized se*	$ 250,000.00					
Other start-up costs - faculty start up/travel	$ 312,000.00	$ 500,000.00				
Start up Staff (ASPA/CUPE)	$ 156,170.87					
Total Start-up Costs	$ 6,036,170.87	$ 520,000.00				
Salary and benefits (if hired new)						
Faculty	$ 448,500.00	$ 1,439,167.50	$ 1,482,342.53	$ 1,526,812.80	$ 1,572,617.18	3% escalation after 26/27
Sessionals or limited term instructional support		$ 483,000.00	$ 497,490.00	$ 512,414.70	$ 527,787.14	3% escalation after 26/27
Students (Teaching and/or Marking Assistants)						
Staff	$ 279,054.76	$ 824,138.30	$ 865,968.70	$ 891,947.76	$ 918,706.19	3% escalation after 26/27
Honoraria						
Total New Salary and Benefits	$ 727,554.76	$ 2,746,305.80	$ 2,845,801.22	$ 2,931,175.26	$ 3,019,110.52	faculty and staffing amounts brought forward to 25/26 still subject to government approval.
Other Operational Costs						
Scholarships and bursaries		$ 45,000.00	$ 51,500.00	$ 53,045.00	$ 54,636.35	3% escalation after 26/27 per trend
Academic Program Renewal		$ 90,000.00	$ 90,000.00	$ 90,000.00	$ 90,000.00	no escalation
CLRC		$ 16,000.00	$ 32,960.00	$ 33,948.80	$ 34,967.26	40 students year 1, 80 students in year 2, 3% escalation
Student Society Contributions		$ 13,500.00	$ 27,810.00	$ 28,644.30	$ 29,503.63	40 students year 1, 80 students in year 2, 3% escalation
Clinical Preceptor		$ 30,000.00	$ 30,900.00	$ 31,827.00	$ 32,781.81	3% escalation after 26/27 per trend
Other costs (list in Comments)		$ 80,000.00	$ 82,400.00	$ 84,872.00	$ 87,418.16	equipment
Part Time teaching		$ 115,360.00	$ 118,820.80	$ 122,385.42	$ 126,056.99	3% escalation after 26/27 per trend
Total Other Operational Costs	$ -	$ 389,860.00	$ 434,390.80	$ 444,722.52	$ 455,364.20	
Total Costs	$ 6,763,725.63	$ 3,656,165.80	$ 3,280,192.02	$ 3,375,897.78	$ 3,474,474.72	
Estimated Surplus or Deficit*	$ -	$ (0.80)	$ (164.82)	$ 40,855.38	$ 26,934.84	
per student	#DIV/0!	$ (0.02)	$ (2.06)	$ 340.46	$ 224.46	

*If deficit in any given year, explain how it will be managed:
Funding includes one time until 27/28 then it is just ongoing 25/26 reflects both 24/25 and 25/26 activity from the government proposal

APPENDIX H: Library Form

Library Requirements for New Programs and Major Revisions

This form is to be completed by the librarian assigned liaison responsibilities for the sponsoring college/department. Contact the [appropriate librarian](#) for assistance. Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. Proposal Identification

    1.1. Full name of program: Master of Occupational Therapy

    1.2. Short form (degree abbreviation):   MOT

    1.3. Sponsoring college/department: College of Medicine, School of Rehabilitation Science

    1.4. Degree level: Undergraduate ☐ Graduate: X☐

2. Current library collections, services, and spaces to support this program

    The University of Saskatchewan (USask) library has many of the components necessary to support the Master of Occupational Therapy (MOT) program, but some additional resources will be required to meet the learning, teaching, and research needs of a full program. At the time of writing, course content and faculty complement have not yet been set, so comments below reflect a more generalized analysis of needs.

    2.1. Current library collections
        [Highlight key relevant collections e.g. core books, journals, and serials; important electronic resources/databases, special collections, digital resources, I-Portal]

        Relevant physical collections are primarily housed in the Leslie and Irene Dubé Health Sciences Library, with some material located in the Education and Music Library and the Murray Library. Most of the library's electronic resources, including e-books, e-journals, databases, and other digital resources, are accessible offsite, 24x7, from anywhere in the world using a USask Network Services Identification (NSID) login and password.

        Monographs

        The current USask library search library's occupational therapy print and e-book monograph collection were compared with the Dalhousie University, University of Manitoba, and McMaster University library collections as these institutions have comparably sized programs (annual intakes of 66, 50, and approximately 65 students respectively). Their library collections were searched via their discovery layers. The USask library's occupational therapy monograph

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collection is approximately half the size of its comparator libraries and has 24-42% fewer books published in 2014 and later. Table 1 provides a summary of the findings.

Table 1. Comparison USask monograph holdings to comparator institutions.

Library Searched	Total	Published 2014+
USask	534	245
Dalhousie	1066	322
Manitoba	1059	419
McMaster	966	376

*Results can include print/e-book duplication, the same e-book from multiple sources, and different editions.

To assess current needs, USask library's monograph holdings were compared with a random sample of 190 occupational therapy monographs published between 2022 and 2024 held by Dalhousie, University of Manitoba, and McMaster libraries. 52% (98) of the titles were held by USask. Of the 65 occupational therapy monographs with 2023 and 2024 publication dates in the USask library, 74% (48) are e-books from Springer front or backlist collections or a Taylor & Francis/Routledge Evidence Based Acquisitions license.

Journals
A USask library catalogue search showed 25 journals with the subject heading *Occupational Therapy – Periodicals*. There are also other journals with broader subject headings, e.g. rehabilitation (55), physical therapy (91), sports medicine (124) that may include articles relevant to occupational therapy.

Compared to Canadian university libraries with similar sized occupational therapy programs, USask library has:
o   45% (30) of 67 journals at Dalhousie University
•   56% (33) of 59 journals at University of Manitoba
•   46% (32) of 69 journals at McMaster University
USask also has 60% (36) of 60 journals at University of Toronto, which has the largest occupational therapy program in Canada.

USask library has current access to:
•   74% (123) of the 167 journals listed in *Journal Citation Reports*, in the *Clinical Medicine – Rehabilitation* category, incomplete or embargoed access to 21 (34) of the journals and no access to 5% (9) of the journals.
•   62% (72) of the 116 journals indexed in the *PubMed* database under the subject term *Physical and Rehabilitation Medicine* (which includes *Occupational Therapy*); incomplete or embargoed access to 26 titles and no access to 18 titles.
•   72% (23) of the 32 journals indexed in the *Scopus* database under the *Occupational Therapy* subject area; incomplete or embargoed access to five titles; no access to four titles.

The library will be re-joining the Wiley big deal in 2025 which will include access to a key

journal, *Australian Occupational Therapy Journal*. The library currently has access from 1996-2019. It is anticipated that this agreement will also provide access to the content for the gap years.

Attachment 2 (USask OT Journal Holdings Comprehensive) provides a list of occupational therapy journals in the above libraries and indexing/abstracting sources, compared to USask library's collection.

Databases
The USask library subscribes, or provides access, to key databases, digital resource collections, and point of care tools that support research and learning in occupational therapy. These include Medline, PubMed, Cochrane Library, CINAHL, SportDiscus, EMBASE, PsycInfo, ERIC, Public Health Database, Sociological Abstracts, Scopus, Web of Science, Access Physiotherapy, F.A. Davis PT Collection, Rehabilitation Reference Centre, Clinical Key and Dynamed.

The library also subscribes to the Proquest Dissertation & Theses Global database, which includes millions of searchable citations to dissertations and theses from 1861, including full text access to most of the dissertations added since 1997. As of July 2024, this database has over 3470 dissertations and theses with Occupational Therapy as a main subject heading.

2.2. Current library services
[Discuss relevant liaison support, academic skills support, specialized research support]

There is a liaison librarian for the School of Rehabilitation Science, who provides information literacy instruction and research/reference support, including knowledge syntheses such as synthesis reviews, and scoping reviews. An additional librarian is responsible for purchasing material for and managing monograph collections for most of the Health Sciences programs.

USask library also has librarians dedicated to providing support for research data management, open scholarship, data and GIS, and digital scholarship ([Research support - University Library | University of Saskatchewan (usask.ca)](#)). Learning specialists, library assistants, writing tutors, and peer mentors are available to assist graduate students in all disciplines with academic skill development https://library.usask.ca/studentlearning/graduate-help.php#top.

Subject specific research guides have been created to highlight key library resources in each discipline https://libguides.usask.ca/ as well as more general topics such as academic integrity, citation styles and reference management software, critical thinking, data, research metrics, research profile, predatory publishers, synthesis reviews, and graduate writing.

Interlibrary Loan service allows library users to request from other libraries material not available in USask library's collection. Scan Request service sends digital copies of print materials from the library's collection directly to the requestor's email inbox (in accordance with Fair Dealing Guidelines).

The library's Distance and Distributed Library Service enables students on rotations or placements away from their regular Saskatoon residence to request print material from the library's collection.

Saskatchewan Health Information Resources Program (SHIRP) resources and services are available to all licensed health care providers in Saskatchewan, including Occupational Therapists.

2.3. Current library spaces
[Discuss study, collaborative, research, instructional spaces that may support program goals]

The library has 4 types of student spaces:
- **Conversational** - for group work, meetings and socializing, with moderate noise, located in the Murray and Sciences Libraries and the Engineering Learning Commons.
- **Considerate -** for studying and quiet group work, located in the Murray, Science, and Education and Music Libraries.
- **Quiet** - for individual quiet study, located in the Murray, Leslie and Irene Dubé Health Sciences and Law Libraries, as well as in St. Thomas More College's Shannon Library.
- **Low-sensory** study room - minimizes distractions and sensory inputs, located in the Murray Library.

There are bookable spaces for group study, presentation practice, and electronic music Composition at library locations across the campus. Specific details are available at https://library.usask.ca/spaces-hours/study-spaces.php#top

Classroom spaces that can be used for information literacy and other instructional programming for groups of 20-30 students are available in the Education and Music, Leslie and Irene Dubé Health Sciences, and Murray Libraries.

The Leslie and Irene Dubé Health Sciences, which is the preferred for Rehabilitation Sciences students, is designated as quiet space. There are a total of 582 seats:
- 355 in open study spaces
- 212 in bookable rooms for small groups
- 15 in a classroom managed by the library

3. Required revisions or additions to collections, services, or spaces to support this program

3.1. Required changes for library collections
[Surface issues such as new subject areas of acquisition that are needed, new electronic resources/databases required, access required to resources held elsewhere and identify any additional costs. Provide an estimated annual cost for library collections if additional resources are required.]

Monographs
Currently, the library does not have a fund to collect monographs and journals to support teaching and research in occupational therapy. Monographs with occupational therapy content to date have been purchased through the Medicine, Education, and Psychology fund allocations, although occasional purchases may be made through Sociology and Nursing fund allocations, to serve the needs of those disciplines.

Until the course content and faculty are more firmly identified, it is difficult to assess what additional subject areas of monograph acquisitions might be needed to support occupational therapy learning and research.

The USask library's occupational therapy monograph collection is just over half the size of most of its comparator libraries. Although print copies of books can be easily borrowed from other libraries through Interlibrary Loan, it is important to have a relevant local collection. When available, purchasing e-books that are free of digital rights management and available to an unlimited number of simultaneous users is preferred, which is more costly than purchasing print monographs. One-time funding of approximately $5,000 CDN to purchase relevant older monographs, and ongoing funding of approximately $8,100 be needed to maintain the occupational therapy collection's currency and relevance (estimated 50 monographs per year at average cost of $120 USD using 1.35 exchange rate).

Journals
It is recommended that the *Journal of Occupational Therapy, Schools, & Early Intervention* be subscribed to, at an annual cost of $502 USD.

3.2 Required changes for library services

[Highlight potential service challenges such as any required distance education service needs, additional academic skills support required, training requirements to build expertise among library employees. Provide an estimated annual cost for library services if additional resources are required. Rarely additional staffing may be necessary to support new programs. When required, cost estimates should include salary and benefits costs.]

The current liaison librarian for the School of Rehabilitation Science is also the Assistant Dean for the Research Services Division. With the recent expansion of the MPT program, addition of 80 graduate students in occupational therapy(as well as 80 in the master of speech language pathology program), an anticipated 10 faculty positions to support this program, substantive engagement in knowledge synthesis by School of Rehabilitation Science faculty and graduate students, and the addition of both Speech Language Pathology and Occupational Therapy to the School's program offerings, it is recommended that a full time, tenure track librarian position be funded to fully support the teaching, learning, and research needs of all of the programs in the School of Rehabilitation Science.

3.2. Required changes for library spaces

[Highlight any potential challenges around library space such as new/additional library technology requirements, new/additional library space requirements. Provide an estimated cost for library spaces if additional resources are required.]

It is anticipated that 10 additional open study seats will be added to the Leslie and Irene Dubé Health Sciences Library in September 2024. The Murray Library is currently undergoing renovations which will provide additional student study space.

4. Summary assessment of library capacity and requirements to support the new program

[If appropriate, include the estimated budget required for library collections, services, or spaces to support this program annually.]

As indicated above, the USask library's occupational therapy monograph collection is significantly smaller than that of comparably sized programs. It will need to be enhanced to bring it to an appropriate level for research, teaching, and learning, and additional ongoing funding will be required. The journal collection is relatively strong, though it is recommended that the library purchase a subscription to *Journal of Occupational Therapy, Schools, & Early Intervention*. However, as faculty are hired and we better understand their programs of research, subscriptions to additional journal may be needed. It is recommended that a full-time tenure track librarian position be funded to fully support the programs (OT, SLP, and PT) in the School of Rehabilitation Sciences.

Cost Estimates ($1.35 USD/CDN exchange rate)

Annual costs

Journal of Occupational Therapy, Schools, & Early Intervention	$502 US / $678 CDN
Monographs (approximately 50 per year at $120 USD each)	$6,000 USD / $8,100 CDN

1.0 FTE Tenure track liaison librarian shared with SLP
    - total annual cost $115,000 with half of the salary represented here
    - to begin 2025/26
	$57,500 CDN

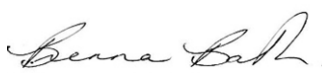***Estimated total annual (ongoing) cost***   ***$66,278 CDN***

One-time costs

Monographs – to bring collection up to par	$5000 CDN

Estimated total one-time cost   ***$5000 CDN***

Date: October 10, 2024

Liaison Librarian:

Interim Dean, University Library: Charlene Sorensen

Faculty member for the sponsoring college/dept:

Occupational Therapy

Master of Occupational Therapy (M.O.T.) – Course-based

Residency Requirements

Applicants to the Master of Occupational Therapy program must satisfy the following residency qualifications:

- Applicants applying for a seat designated for an Indigenous student must be Canadian citizens.
- Other applicants must be Canadian citizens or landed immigrants AND be **residents of the Province of Saskatchewan or of the Yukon, Northwest or Nunavut Territories**. The Saskatchewan residency requirement may be waived at the discretion of the School of Rehabilitation Science Admissions Committee.
- An applicant is considered a "resident" if one of the following conditions applies:
  - The applicant has established their primary place of residence in Saskatchewan or one of the Yukon, Northwest or Nunavut Territories, at least one calendar year immediately prior to September 1 in the year of proposed admission.
  - Irrespective of the current place of residence of the applicant, the applicant's family home (the home of parents, legal guardians, foster parents or spouse), is in Saskatchewan, or one of the Yukon, Northwest or Nunavut Territories.
  - The applicant is a graduate of the University of Saskatchewan, the University of Regina or other degree-granting colleges in Saskatchewan.
  - The applicant is currently serving or is a member of a family unit in which the parents, legal guardians or spouse are serving in the Armed Forces or R.C.M.P., and the family unit has been transferred to Saskatchewan or one of the Yukon, Northwest or Nunavut Territories.

Seats designated for Indigenous Applicants

The University and the School of Rehabilitation Science are committed to decolonization, Indigenization, reconciliation and equity, diversity and inclusion, and are proud to support academic opportunities for Indigenous students. We continue to grow our relationships and engaged partnerships among Indigenous community members, thought leaders, Knowledge Keepers and cultural service providers. We recognize, value and affirm our responsibility and commitment to actively engaging Indigenous learners to co-create a culture of inclusivity, respect, and social accountability in all our teaching and learning spaces.

The Master of Occupational Therapy (MOT) program **has up to 8 seats designated for Indigenous applicants**. Applicants choosing to apply for these seats must indicate such in the online application and must also meet all usual entry requirements.

Verification of Indigenous Membership/Citizenship at the University of Saskatchewan is led

and determined by the **deybwewin | taapwatwin | tapwewin: Indigenous Truth Policy** and Standing Committee in accordance with the processes developed to enact the policy. **Verification of Indigenous Membership/Citizenship with documentation** is a condition of acceptance for seats that are designated for Indigenous applicants.

Please visit https://indigenous.usask.ca/indigenous-initiatives/deybwewin-taapwaywin-tapwewin.php to proceed through the verification system as soon as possible after submitting your application. If you have any questions or require additional information about deybwewin | taapwaywin | tapwewin please contact indigenoustruthpolicy@usask.ca.

ADMISSION REQUIREMENTS

Academic Requirements

- A four-year Undergraduate degree (120 credits) or equivalent, from a recognized college or university in any academic field of study.

- A cumulative weighted average of at least 70% or higher in their most recent 60 credits.

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. Acceptable test scores are as follows:
  - TOEFL: a minimum of 22 in out of 30 in each component with a combined minimum total score of 100
  - IELTS: a minimum score of 7.5 out of 9 in each area and overall
- Successful completion of the required pre-requisite courses with an academic grade of 70% or higher in each pre-requisite course (or approved alternate courses from an accredited post-secondary institution*) and an overall average of 75% among all pre-requisite courses:
  - Indigenous Studies – 3 credit units (e.g.: courses included in the College of Arts and Science Indigenous Learning Requirement, KIN 306.3, EFDT 265.3, ECUR 265.3, OR equivalent)
  - Basic Human Anatomy or Neuroanatomy – 3 credit units (eg: CPPS 310.3, CPPS 221.3, PSY 242.3, PSY 246.3, or equivalent)
  - Behavioural Science – 3 credits (any course at any level from an accredited postsecondary institution in Psychology or Sociology)
  - Statistics – 3 credit units (eg: STAT 245.3, STAT 246.3, PLSC 214.3 or equivalent)
  - Additional courses that are highly recommended but not required: any course at any level in, social science, neuroscience, research design, physiology, neuroanatomy, or women and gender studies.

*Applicants should check the list of Approved Prerequisite Courses for the MOT available on the School of Rehabilitation Science's website. If course equivalencies are not listed,

should consult the School of Rehabilitation Science. Only written/email responses to enquiries will be accepted as evidence of the official advice given by the School of Rehabilitation Science.

Non-Academic Requirements

- Completion of the situational judgement test, Computer-Based Assessment for Sampling Personal Characteristics (CASPer® Online)
- Completion of a written submission – a maximum of 300 words (based on a question prompt unique to each year provided to each applicant by the SRS Admissions Committee).

DEGREE REQUIREMENTS

A minimum total of 140 credit units are required to complete this program. Students must maintain continuous registration in the 990 course.

- **GPS 960.0** Introduction to Ethics and Integrity

- **GPS 961.0** Ethics and Integrity in Human Research

- **OTH 990.0** Occupational Therapy Professional Development

Year 1 - Module 1

- **OTH 811.17** – Foundations of Occupational Therapy Practice 1

- **OTH 801.6** – Context in Occupation 1

- **OTH 901.1** – Clinical Placement 1

Year 1 - Module 2

- **OTH 812.17** – Foundations of Occupational Therapy Practice 2

- **OTH 802.6** – Context in Occupation 2

Year 1 - Module 3

- **OTH 902.5** – Clinical Placement 2

Year 1 – Module 4

- **OTH 911.10** – Introduction to Occupational Therapy Clinical Practice

- **OTH 803.3** – Context in Occupation 3

Year 1 – Module 5

- **OTH 813.3** – Bridging Clinical Foundations

Year 2 – Module 6

- **OTH 912.9** – Advance OT clinical Practice: Children, Adolescents and Youth

- **OTH 913.9** – Advance OT Clinical Practice: Adults and Older Adults

- **OTH 914.9** – Advance OT Clinical Practice in Mental Health

- **OTH 804.3** – Context in Occupation 4

Year 2 – Module 7

- **OTH 903.6** – Clinical Placement 3

- **OTH 904.6** – Clinical Placement 4

Year 2 – Module 8

- **OTH 915.9** - Capstone Project

- **OTH 805.9** – Context in Occupation 5

Year 3 – Module 9

- **OTH 905.6** – Clinical Placement 5

- **OTH 906.6** - Clinical Placement 6

Residency Requirements

Residency is expected for the duration of the graduate program.

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: New Degree – Master of Occupational Therapy (M.O.T.) program

General Description: A brand new degree program is being proposed. The Registrar has approved the new degree name, Master of Occupational Therapy (M.O.T.). This proposal satisfies the key criteria for new degree names. The criteria is as follows: 1) name recognition in the field and 2) uniqueness; the name is not used for any other USask degree programs.

Degree College: College of Graduate and Postdoctoral Studies

College Approval: Graduate Programs Committee (GPC) approval on February 12, 2025

Effective Term: Inclusion in the Addendum publication of the *University Catalogue* in 2025-26 for marketing purposes. First intake of students to begin in September 2026.

Course implications

- Registrar-approved new course subject code OTH (Occupational Therapy)
- All new courses

Registration and classes

- Non-standard class time slots, terms, and sessions (schedule included in proposal)
- Most of the classes will be scheduled in Health Sciences classrooms. These are currently general classroom pool spaces, but they will be renovated and repurposed specifically for this program's use.

Convocation

- Master of Physical Therapy (M.P.T.) hood will be used for Convocation

Financial and Budget

- Tuition rate and method of assessment follow those of the Master of Physical Therapy (M.P.T.) program; this is a per term method of assessment
- SFO and Provost's Office approved to proceed with CWR step

Student Mobility

- No unique mobility or external partners/agreements