



ACOTUP/ACPUE is a national organization that promotes and develops occupational therapy education and research with an understanding of issues in a global context.

NEWSLETTER – ISSUE 27 – 2016

ACOTUP's 6th ANNUAL GENERAL MEETING IS COMING UP!

ACOTUP is happy to announce that their sixth AGM and committee meetings will be occurring in beautiful Banff, Alberta this year! Don't forget to book your hotel and travel arrangements! Please note that the Annual General Meeting and the Education Innovation Forum Meeting are open to all ACOTUP members, and all other meetings are by invitation. This year, the Board has decided to hire a strategic planning facilitator to assist in the future development of the association and their strategic plan.

Monday, April 18 2016

Annual General Meeting Time - 8:30 AM

Monday, April 18 2016

Board of Directors Strategic Planning Session - 9:00 AM

Monday, April 18 2016

CUFE Meeting - 1:00 PM

Tuesday, April 19 2016

CUFE Meeting - 8:30 AM

Tuesday, April 19 2016

Curriculum Coordinators Meeting Time - 8:30 AM

Tuesday, April 19 2016

Education Innovation Forum Meeting Time - 1:00 PM

All meetings will take place during local time at the Fairmont Springs Banff.

NEWS FROM DALHOUSIE UNIVERSITY

Diversity is the key when it comes to providing students with a well-rounded repertoire of fieldwork opportunities. At Dalhousie University, some of this diversity comes through role-emerging placements that build on community partnerships. One such partnership, which has now evolved into six full-time fieldwork placements, is with the YWCA's "Women in Supported Housing" program.

In this "housing first" program, there is a focus on finding suitable options for women who struggle to find housing because of addictions or mental illness, women fleeing from abusive relationships, or those who have been in conflict with the law. Once housing is established, the focus shifts to providing the support necessary to keep them housed, and to build, strengthen, or rebuild a meaningful life. The occupational therapy student pairs (under the preceptorship of an occupational therapist and in interprofessional collaborations) play an important role at this point, supporting the women to overcome personal and environmental barriers, and work toward individualized goals relating to life skills and personal care, education or work, and healthy social/leisure/recreation.

This partnership has been mutually beneficial, as students gain a transferrable skill set, and the women appreciate the opportunity to work on life-changing goals. We continue to explore innovative funding options to promote sustainability of this valuable learning opportunity.

www.cmhc-schl.gc.ca/en/inpr/afhoce/afhoce/prpr/upload/WISH-YWCA_en.pdf



STUDENTS COACHING STUDENTS: AN ODYSSEY IN OT AT MCMASTER UNIVERSITY

ABRIDGED VERSION – FOR FULL ARTICLE [CLICK HERE](#)

STUDENTS' VOICES

Imposter syndrome. A phenomenon that has emerged for many of us over the course of our occupational therapy clinical education, but never quite so prominently as during our first placement experiences. Each day, we are challenged to absorb tremendous amounts of new knowledge with our ardent anticipation to get out there and... do what? What does it mean to be a student occupational therapist (SOT), exactly? What does it look like? Two stand-alone pillars exist, one of thought and one of action, without a bridge in sight. It is at this stage that our professional identities are called into question and our perceived imposter syndrome can itself become a barrier to learning.

Exactly which topics do you explore with SOTs before beginning their clinical education to prepare them for the odyssey that is First Placement? With this in mind, we, the McMaster Occupational Therapy Class of 2016, were inspired to develop an hour-long presentation and an accompanying pocket guide *What To Know When You're On Placement*. These provided a foundation to launch an inaugural student-to-student discussion, incorporating practical tips related to making evaluation run smoothly, strategies for handling conflict on placement, how and why to maintain work-placement balance, and tips for communicating with your preceptor. For each topic, the designated presenter shared a personal anecdote from placement – often this involved learning from a blunder – as well as the nuggets of wisdom that we added to our toolkit from these moments to be used pro re nata.

The *Let's Lunch Together* event took place a few weeks preceding the start of placement for first-year students. Students had been informed of their placement settings and had logged some time researching their settings to understand their practice area broadly. First year SOTs were invited to a lunch with volunteers from our year. Students were grouped into tables representing similar practice areas: first years based on their upcoming placement, and volunteers from our class assigned according to past place-

ment experiences. An upper year mentor introduced the session, emphasizing both the conversational nature of the event and the opportunity to ask those “burning questions”. By having a student-guided session, a distinction was created between formal clinical preparation and the casual mentorship intended for this event.

The *Let's Lunch Together* session had unexpected positive consequences for our class. During our coaching, we reflected on how much we had learned in one year. It helped us understand our current level of knowledge and determine our own learning gaps in preparation for our final placements, building confidence in our developing skills, and in our own capacity for self-directed learning. This presented itself as yet another opportunity to engage in the reflective process associated with clinical education at McMaster, and helped us solidify our previous year of learning. In short, we took another leap in our own journey towards developing our professional identities, as we helped our first-year peers take their first steps towards being practicing student occupational therapists.

AN EDUCATOR'S VOICE

To say that I was impressed with the energetic and evidence-informed approach of our second year SOTs in creating and delivering these sessions would be an understatement. The students brought a very important peer-to-peer relationship to their work with the first year SOTs that enhanced learning and understanding about what they could expect as students entering their first practica. It was very gratifying to see our senior students applying their competencies to facilitate the competency development with the incoming class. This process had a strong impact on senior students' understanding of their own growth in order to successfully engage their student colleagues.

YEAR 1 & 2 COMPETENCY DEVELOPMENT: A WIN-WIN OUTCOME

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In devising this initiative, the senior class hoped to reduce the “unknown unknowns” by identifying “known unknowns”, which in turn would lessen the first year students’ apprehension toward that first day of placement. Knowing there will come a time, when prompted with a question or scenario, that you have no immediate response and subsequently send yourself into a tailspin of self-doubt. The truth is, we’ve all been there... as have our preceptors. Normalizing the experience – accepting the inevitability of it – allows us to embrace it for what it is: a rite of passage. That moment in time (frozen as it may feel) offers tremendous opportunity for personal learning and growth. This experience adds a layer of new meaning to the competencies being evaluated, a daunting process to navigate for a student entering his/her first clinical placement.

There is strong support for the event to continue in the

future, marking a natural transition concurrent with the CBFE-OT stages of learning development. Collectively, this initiative spurred bonding between first- and second-year student occupational therapists by sharing our vulnerabilities, and in turn nurturing individualized development of professional competencies. Imposter syndrome dissipates as we embrace what lies ahead: learning in acknowledging our lapses, comfort in knowing we are in good company, freedom in addressing our fears, and ultimately pride as we progress in our OT odyssey.

Our Writing Team: Jill Wyman, Maital Falkovitz, Mara Fontana, Sarah Hobbs, & Lorie Shimmell

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NEWS FROM MCGILL UNIVERSITY

PRESS RELEASE: Montreal: To stay current with what’s happening at McGill’s School of Physical & Occupational Therapy (SPOT), check out the School’s website www.mcgill.ca/spot or join the group on Facebook or LinkedIn.

Dr. Keiko Shikako-Thomas, Assistant Professor at SPOT, has been awarded a Canadian Research Chair (CRC) in Childhood disability: participation and knowledge translation. From McGill’s statement, “CRCs are granted to outstanding researchers acknowledged by their peers as world leaders in their fields. The CRC program was created to enable Canadian universities to attract and retain established and emerging world-class researchers.” And, from the Federal announcement, “Nearly 1,700 Canada Research Chair holders are working at over 70 postsecondary institutions across the country in a wide range of fields. The Research Support Fund supports a portion of the costs associated with managing re-



search at Canadian institutions such as administrative support, training costs for workplace health and safety, maintenance costs for libraries and laboratories, and administrative costs.”

Dr. Patrice (Tamar) Weiss was SPOT’s 6th Edith Aston-McCrimmon Lecturer. The event, an inspirational lecture by a nationally or internationally known person, usually having a topic related to the field of rehabilitation, was extremely well-attended, and Dr. Weiss challenged all in attendance to consider “Disruptive Technologies in Rehabilitation”. See SPOT’s EAM pages for more information, and for photos of the event. (photo credit: S.C.Marshall)



IN OTHER SPOT NEWS:

- **Dr. Isabelle Gélinas** was honored with the Association for Driver Rehabilitation Specialists (ADED) Distinguished Service Award for her service and support

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in the area of mobility for persons with disabilities, due to her significant role in the Driving Rehabilitation dossier at SPOT, and for her contributions to clinical practice, teaching and research.

- **Dr. Raphael Lencucha**, Assistant Professor at SPOT, invites all to two upcoming Global Health events. On Friday March 11, attend “From social theory to global policy: Reflections on disability, human rights and global health” with Dr. Jerome Bickenbach, followed the next day Saturday March 12 with the conference, “Moving forward together: Advancing rehabilitation in a global context”. See SPOT’s GH pages for details: <http://www.mcgill.ca/spot/initiatives/global-health>
- **Dr. Anita Menon**, Assistant Professor at SPOT, is thrilled to invite all academics, clinicians and students to the 1st National Knowledge Translation Conference in Rehabilitation: Knowing, Sharing, Doing on May 4 & 5, 2016. See SPOT’s website KT pages for more details:

<https://www.mcgill.ca/spot/knowledge-translation>

- **Dr. Heather Lambert**, Faculty Lecturer at SPOT, is co-chair of the 2016 edition of the Rehabilitation Research Colloquium. This event is hosted alternately by McGill and Queen’s Universities, and highlights the research efforts of graduate students in rehabilitation across Canada and the Northern States. This year’s event is Friday May 6th. See SPOT’s website pages for more details: <https://www.mcgill.ca/spot/initiatives/colloquium-2016>
- Associate Director of SPOT, **Dr. Laurie Snider** invites all McGill Alumni(ae) to the McGill Alumni Reception at this year’s CAOT Conference, in Banff, Alberta. The Reception will be held on Thursday evening, April 21 2016. Look for signage and come on by to say hello and catch up with friends and classmates, and talk with this year’s Muriel Driver speaker, SPOT’s own **Dr. Isabelle Gélinas!**

L’UNIVERSITÉ DE MONTRÉAL PARTNERS WITH TWO PRIMARY SCHOOLS AS PART OF THE MONTREAL INITIATIVE ‘ADOPTEZ UNE ÉCOLE’ (ADOPT A SCHOOL)

The project ‘Adoptez une école’ aims to improve success rates and school perseverance among primary and high school students. The project rests on the development of partnerships between schools and colleges, universities, private organisations and the community that will support the creation of large initiative contributing to the academic success of students.

The OT program joined the project in 2015 through the establishment of a 3-year partnership with the school board and two primary schools. To date, 60 students involved in the master’s course in Advanced paediatrics were provided

a concrete environment to support the development of specific skills and attitudes aligned with the content taught during their master’s course. Students had the opportunity to observe children while in class and to participate with school teachers in the elaboration and follow up of intervention plans. The timely aspect and ‘ecological’ environment undoubtedly adds value to the teaching at the master’s level but most importantly, through this project, the OT program played an active role within the Montreal community in addressing some needs of an undeserved population.

OCCUPATIONAL THERAPY STUDENTS GAIN INTERNATIONAL EXPERIENCE THROUGH QEII SCHOLARSHIP PROGRAM

HEATHER ALDERSEY, PHD

ASSISTANT PROFESSOR, QUEEN'S NATIONAL SCHOLAR

In March 2015, Queen's School of Rehabilitation Therapy (SRT) was pleased to announce that it would be a host site for Queen Elizabeth II (QEII) Diamond Jubilee Scholarships in International Community Based Rehabilitation (CBR). The unique QEII program runs from 2015-2018. Students selected for this prestigious scholarship are named "Queen Elizabeth Scholars." The QEII scholarship programs "aim to activate a dynamic community of young global leaders across the Commonwealth to create lasting impacts both at home and abroad through inter-cultural exchanges encompassing international education, discovery and inquiry, and professional experiences."

One component of the SRT's QEII scholarship will enable sixteen Occupational Therapy students to have Community Development and Advanced Clinical Practicum in

low- and middle-income Commonwealth countries. This summer, an inaugural class of four Canadian OT QE Scholars will travel to India and four OT QE Scholars will travel to Tanzania. We plan to select eight more OT QE Scholars for the 2016-2017 school year.

Throughout their time in the program, QEII Scholars will engage with each other and with QEII Scholars from across Canada and other Commonwealth countries. These connections will support the development of a global network of leaders committed to enabling positive change in communities throughout the world.

For more information about the QEII Scholars program, visit: <http://www.queenelizabethscholars.ca/>

Also, to follow along with Scholar journeys around the world, check out the QEII Scholars Board here: <http://www.queenelizabethscholars.ca/qescholars/>



AN EARLY EXPOSURE TO OT PRACTICE: OUR UofA MScOT INTRODUCTORY FIELDWORK PLACEMENT TAKES OFF

CORI SCHMITZ & JUTTA HINRICHS

As part of our revised University of Alberta MScOT curriculum, students complete a one-week Introductory Fieldwork Placement during the fall term of their first year, in addition to the 1000+ hours of clinical education that they complete later in the program. The purpose of this early exposure to occupational therapy (OT) practice is three-fold:

1. Opportunity for students to witness and participate in real, live OT practice and confirm their interest in our profession.
2. Opportunity for students to gain basic knowledge about the OT role in a particular practice setting and create a context for OT practice that can be built on during classroom learning.
3. Opportunity for students to demonstrate professionalism, engagement and begin practicing their therapeutic use of self.

This placement is framed as one of the practical learning activities within our Year 1 (3 credit) academic course entitled *OCCTH 503: Professionalism, Supervision & the Intentional Relationship*.

STUDENT EXPECTATIONS & EVALUATION

The following are the student expectations for the *Introductory Fieldwork Placement*:

- Throughout the placement, students are expected to be engaged, eager learners who demonstrate basic time management skills and the ability to communicate appropriately with clients and colleagues.
- At some point during the placement, students must establish therapeutic rapport with at least one client.
- By the end of the placement, students must articulate to their clinical educator what occupational therapy is and explain the role for OT in that particular practice setting.

At the end of the placement, students are simply, but formally, evaluated by their primary clinical educator using the *Professional Behaviour Rubric* (©DalU) to note and address with any concerns regarding performance management, professional interactions & responsibilities, communication, etc. Students are not evaluated as passing or failing this practical learning activity and a grade is not associated with their performance or clinical competence during this placement.

ASSIGNMENTS

Students complete an *Introductory Fieldwork Placement Reflection*, submitted one week after their placement, worth 10% of their grade in OCCTH 503. Three standard questions* guide their written reflection. The intention of this assignment is to provoke students to deliberately and critically reflect on how their classroom learning, up to that point in the MScOT program, applied to what they witnessed and experienced in the clinical setting.

Students also create and deliver a short presentation (8 min) about their placement to their OCCTH 503 seminar groups. Students are encouraged to share highlights and honest impressions from their one week exposure experience. Many students use the questions from their written reflection to structure their oral presentation. Seminar groups are comprised of ~10 students so each student also receives detailed information about ~9 other practice settings regarding the perspectives and experiences of their peers.

Informal feedback, gathered from fieldwork advisory meetings, site visits and 1:1 consultation with key community stakeholders, has indicated that the Alberta OT community is willing to support this introductory placement and suggests that the length and positioning of the place-

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ment appears to be appropriate and sufficient for student learning.

During the first two years of coordinating this placement, our program has received an abundance of offers, despite the need for the offers to be centralized in and around Edmonton (main campus) and Calgary (satellite campus). We were told that some clinicians, who were curious about student supervision, used this opportunity to offer a one-week placement in order to 'trial' the fieldwork process. There is also evidence that some of these new clinical educators have gone on to supervise the longer (7 week) Level 1, 2 and 3 fieldwork placements which occur later in our MScOT program.

Feedback to date from faculty and instructors appears to validate one of our original purposes: to enhance classroom learning post-placement. There is evidence that students make use of the clinical and procedural information they pick up during the *Introductory Fieldwork Placement* to engage more readily and thoroughly with course content, including classroom discussions. Students often offer examples of what they have witnessed while on fieldwork to augment, support or question the academic content they are learning in the classroom.

After two years of revised curriculum implementation, our UofA Department of OT is now positioned to formally evaluate the scheduling, evaluation and impact of this first year *Introductory Fieldwork Placement*.

**Assignment questions available on request.*

REFERENCES & RESOURCES

Health Sciences Education & Research Commons. (n.d.) IP Learning Pathway Competency Framework. University of Alberta: Edmonton, Alberta. <http://www.hserc.ualberta.ca:82/en/TeachingandLearning/Curriculum/InterprofessionalLearningPathway/InterprofessionalLearningPathw.aspx>

MacKenzie, D., Landry, K., Beagan, B. & Champion, M. (2004). Professional Behaviour Rubric. School of Occupational Therapy, Dalhousie University: Halifax, Nova Scotia. http://www.dal.ca/content/dam/dalhousie/pdf/faculty/faculty-health-professions/occupational-therapy/ELPC%20Policies/Professional%20Behaviour%20Rubric_Final.pdf

AUTHORS

Cori Schmitz is the Academic Coordinator of Clinical Education of the MScOT program and an Assistant Professor at the University of Alberta Faculty of Rehabilitation Medicine, Department of Occupational Therapy in Edmonton, Alberta. cori.schmitz@ualberta.ca

Jutta Hinrichs is the Calgary & Southern Alberta Clinical Education Coordinator and an instructor at the University of Alberta Faculty of Rehabilitation Medicine, Department of Occupational Therapy satellite campus in Calgary, Alberta.

ACOTUP RESEARCHERS' PROFILES

Name of Researcher: Bonnie Kirsh, University of Toronto
Degrees and Professional Qualifications (including fellowships): PhD (Applied Psychology); Doctoral Fellowship (SSHRC), M.Ed. (Adult Education and Counselling), BSc (OT)

Area of Research: Community mental health; Work integration; Supported employment; Workplace mental health; Stigma; Homelessness; Supported housing; Mental health of injured workers.

Research Related Awards and Honours:

- Muriel Driver Memorial Lectureship Award, CAOT (2014)
- Physical Therapy and Occupational Therapy Alumni Association Achievement Award (in recognition of outstanding contribution to the profession of occupational therapy by a graduate of University of Toronto) (2013)
- Enabling Occupation Research Award, Department of

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Occupational Science and Occupational Therapy (2010)

Grants / Funding History:

- B. Kirsh, T. Krupa, K. Dobson (PIs). (2010-16). Anti Stigma Initiatives in Canadian Workplaces: Research on Implementation and Effects. The Mental Health Commission of Canada (\$400,000).
- B. Kirsh (PI), T. Krupa, L. Cockburn, J. Bickenbach. (2002-05). The Social Construction of Work Integration: Is there a Canadian Context? Social Sciences and Humanities Council (SSHRC) (\$69,570).
- B. Kirsh (PI), B. Beardwood, L. Cockburn, G. LeBlanc, P. McKee, & M. Polanyi. (1999-01). The Needs and Experiences of Injured Workers: A Participatory Research Project. Workplace Safety and Insurance Board (WSIB): Solutions for Workplace Change competition (\$130,266).

Research Collaboration: One of my most important research collaborations has been with the Mental Health Commission of Canada. I began my involvement with the Mental Health Commission right at its inception, as a member of its Workforce Advisory Committee. This committee was comprised of employers, human resource professionals, workplace consultants, service providers, union representatives, researchers, people with lived experience and others, so the exchange of information and perspectives was extremely rich and diverse. Several key research areas related to workplace mental health and work integration for people with mental illnesses emerged from our discussions, and resulted in a number of significant research projects, including our Aspiring Workforce project. I then became involved in additional research projects with the Commission, including the At Home/Chez Soi project, Canada's largest homelessness initiative, and the Opening Minds project, the largest systematic effort in Canadian history focused on reducing stigma related to mental illness. To view this profile in its entirety, please click here <http://www.acoutup-acpue.ca/English/sites/default/files/Profiles/Bonnie%20Kirsh%20of%20University%20of%20Toronto%29.pdf>

Name of Researcher: Claire Dumont, Université du Québec à Trois-Rivières

Degrees and Professional Qualifications (including fellowships): PhD (Public Health); MSc (Public Health); BSc (Health Sciences, OT)

Area of Research: Development and validation of the Assessment of Computer Task Performance; Technologies to improve the participation of people with cognitive disorders (traumatic brain injury, autism spectrum disorder, and others); Positive approaches to health (empowerment, self-determination, sense of self-efficacy); Clinical and evaluative research, and health and social technology assessment.

Research Related Awards and Honours:

- Canadian Occupational Therapy Foundation Award, Canadian Occupational Therapy Foundation Research Grant (\$5,000) (2005)
- Summer Institutes 2003, training organized by the Canadian Health Research Institute (CHRI) and the FRSQ (\$2,000) (2003)
- Quebec Health Research Fund (FRSQ) Fellowship for the completion of a PhD (excellence fellowship) (\$78,646 for two years) (2001)

Grants / Funding History:

- Carbonneau, H., Dumont, C., Dugas, C., Roult, R., & Trudeau, F. (2012-15). Choosing to Win; The Challenge of Healthy Habits for Youth Living with a Disability. Evaluation of the Alter Go Athletic Challenge Program, the Chagnon Foundation (\$318,000).
- Dumont, C. (2011-14). The Use of Information Technology to Improve Social Participation of People Who Have an Autism Spectrum Disorder. New Researcher Program, Quebec Society and Culture Research Fund (FQRSC) (\$39,600).
- Lefebvre, H., Gélinas, I., Pelchat, D., Swaine, B., Dumont, C., Michallet, B. (2005-06). Matching Family Members of People with Head Trauma to Services Offered by the Care Continuum. SAAQ-REPAR-Ministry of Health and Social Services (MSSS) (\$87,500).

Research Collaboration: The development and validation of the Assessment of Computer Task Performance has been an opportunity to work in collaboration with many researchers and clinical practitioners. There are versions for adults and for children, in English and in French. Publica-

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tions take into account researchers who have been associated with this production at one stage or another. Researchers from other countries have asked to translate it into their language (Hebrew, Dutch, Chinese). The establishing of norms by age in the children's version has required the recruiting of many participants, in several regions of Quebec. Many students have worked as research assistants in data collection. Some have worked in compilation, analyses, and the preparation of the final report.

One of the main results of my doctoral studies is that self-determination and the sense of self-efficacy are the best predictors of social participation among people with head trauma. These results have brought a closer relationship with researchers with a positive perspective on health (positive psychology, ecological approaches, etc). I published a book with some of these researchers and some collaborations have happened as a result.

As a professor at l'Université du Québec à Trois-Rivières, I have grown closer to teams of researchers in place at this university. The Mauricie and Centre-du-Quebec Centre for Rehabilitation from Intellectual Deficiency and Autism Spectrum Disorders has university institute status, and is affiliated to the Université du Québec à Trois-Rivières. Many Université du Québec à Trois-Rivières researchers, as well as those from other universities in Quebec, are therefore associated with it. As a researcher associated with this Institute, several collaborations are therefore possible. This Institute has for example an infrastructure to support researchers and several funding programs are available.

To view this profile in its entirety, please click here <http://www.acotup-acpue.ca/English/sites/default/files/Profiles/Claire%20Dumont%20%28UQTR%29%20.pdf>

WESTERN UNIVERSITY'S SCHOOL OF OCCUPATIONAL THERAPY "STARTED THE ENGINES" FOR THE LAUNCH OF THE MASTER OF CLINICAL SCIENCE IN DRIVING REHABILITATION THERAPY.

On January 8th 2016, seven post-professional occupational therapists started their training as driving rehabilitation therapists in the School of Occupational Therapy's newest Master of Clinical Science in Driving Rehabilitation Therapy (MCISc DRT) program. The students, all working clinicians, were exposed to an on-campus orientation weekend. This weekend included exposure to: meeting the faculty, staff, clinical and research mentors; using the university's on-line learning management system; managing literature searches with a reference librarian; negotiating advanced technology,

such as Blackboard collaborate and participating in extensive training sessions conducted by our educational instruction designer; having in-vehicle in-traffic and on-road, as well as driving simulator and clinical testing rotations; participating in a NMEDA (National Mobility Equipment Dealers Association) lunch and learn seminar; getting exposure to the use of adaptive equipment and in-vehicle technologies; and starting with lectures in the Research course and the Models, Theories and Foundations of Driving Rehabilitation. Although the weekend was full of scheduled activities, participants enjoyed social opportunities with the

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faculty and staff in sponsored luncheons and a catered dinner.

Dr. Sherrilene Classen, the Founding Director of the program is very pleased with the orientation weekend. She views this event as the launch of “a creative idea, deeply embedded in a scholarly model of driving rehabilitation practice and science, and fueled by emerging societal needs demanding excellent clinical services in fitness to drive screening, assessment and intervention for medically at-risk drivers through the lifespan. This innovative program focuses on further developing occupational therapists, and other health care professionals, through specialized skills, advanced practice behaviours, leadership activities, and the critical appraisal of research in the area of driving rehabilitation. The outcome of the program is to have a cadre of driving rehabilitation therapists, specifically trained, to answer to the complex mobility needs of society.”

Students will continue with their course work over the next three semesters and revisit campus for an on-site weekend of competency training, and then competency testing. During this time they will also defend their research projects. Dr. Alvarez, the research course instructor comments: “the coursework in the program is designed to provide students with the necessary knowledge and skills to become scholarly driving rehabilitation therapists committed to evidence-based practice. For example, the research course is currently preparing students to identify, critically appraise, critique, and integrate best evidence into their driving rehabilitation practice”.

We expect to graduate our first cohort of students in February 2017. The Graduate Chair of the program Dr. Jeffrey Holmes states that he was “both impressed with the national reach as well as the clinical diversity that was ap-

parent when the first class of the DRT program arrived. The unique experience that each student brings will enhance the breadth of shared learning that is offered by this innovative program, and will provide a rich opportunity for students to expand their professional knowledge and help develop them as leaders in the field of Driving Rehabilitation.”

This is a wonderful time to thank all who were involved in the many steps to develop, refine and implement the program. The MCISc DRT is truly the end



product of the continued work of colleagues in the School of Occupational Therapy, internal and external reviewers, scholars, scientists, educators, driver rehabilitation specialists, administrators, professional organizations, and many other stakeholders in the driving rehabilitation world. Upward and onward!

*Front: Dr. Liliانا Alvarez, Dr. Sherrilene Classen, Ms. Crystal Tse
Middle: Ms. Amy Leung, Ms. Anne Wylie, Ms. Karla Crawford, Ms. Andrea Baker, Ms. Susan Traini
Back: Dr. Miriam Monahan, Ms. Sara Jenniex, Dr. Jeffrey Holmes, Ms. Chelsea Warren*

Kuala Lumpur, Malaysia

8th Malaysian Conference on Healthy Ageing
March 31 – April 2 2016
Theme: Making Mental Health a Priority for Healthy Ageing
<http://8mhas2016.wix.com/mhas2016>

Chicago, Ill

2016 Annual Conference and Expo
Evidence & Outcomes Empowering the Profession
April 7-10, 2016 at McCormick Place
<http://www.aota.org/conference-events/annual-conference.aspx>

Barrie, ON

Aquatic Therapy for the Orthopedic Patient:
Evidence-Based Practice
April 16, 2016 at the Royal Victoria Regional Health Centre
Contact blanchardk@rvh.on.ca for more information



PLAN A TRIP!

Join Occupational Therapists from across the globe at these upcoming events or explore their websites: