



**HEALTH SCIENCES**

MSc Child Life & Pediatric  
Psychosocial Care Program

# Child Life and Pediatric Psychosocial Care (CLPPC) Program Handbook

Master of Science (MSc)  
McMaster University

2023-2024

McMaster University, Hamilton, ON, Canada

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## INTRODUCTION

Welcome. We are pleased that you have selected our program to further pursue your education. This Program Handbook is designed for students enrolled in the Master of Science Program in Child Life and Pediatric Psychosocial Care (MSc CLPPC), which operates within the Faculty of Health Sciences at McMaster University. It outlines academic regulations and general information related to the program, and supplements the policies and procedures outlined in the Graduate Calendar. It does not replicate or modify the information found in the School of Graduate Studies (SGS) Calendar 2023-24 (available at <https://academiccalendars.mcmaster.ca/index.php>).

The Program Handbook is **not** intended to be a complete guide to services provided at McMaster University. **Students and faculty are encouraged to look at the SGS Calendar for information about:**

- Graduate study at McMaster
- General regulations of the School of Graduate Studies
- University regulations
- Graduate fees and financial assistance
- University regulations affecting graduate students
- University services
- Scholarships, bursaries and other awards
- University governing bodies
- Student appeals; and
- Degree programs (including degree requirements)

A complete guide to services provided at McMaster University can be found on the School of Graduate Studies website at <https://gs.mcmaster.ca/>.

In addition to this Handbook, the Master of Science in Child Life and Pediatric Psychosocial Care program provides Stream 1 students with the **Clinical Education Handbook**. This outlines information and policies related to the clinical practice component (clinical education courses) for Stream 1 students in the program. The Clinical Education Handbook is considered a supplement of the Program Handbook.

**If there is any discrepancy between this Handbook, the Clinical Education Handbook, and the SGS Calendar, then the SGS Calendar shall prevail.**

Updates, along with, news and announcements are also posted via email, within Avenue to Learn, Microsoft Teams (for clinical education related updates) and on the Child Life and Pediatric Psychosocial Care website. Please check the website regularly for new information at <http://childlife.mcmaster.ca/>.

We wish you all the best during your time in the program, and again, welcome!

## **History of Child Life and Pediatric Psychosocial Education at McMaster University**

McMaster University has a long-standing history in child life and pediatric psychosocially-focused education. The Child Life Studies diploma program was originally founded by Ruth Snider in the Department of Pediatrics in 1989. Ruth developed internationally recognized standards for the psychosocial care of children in hospital, and is known as a pioneer in the field receiving a number of accolades and awards from the Association for the Care of Children's Health, the Association of Child Life Professionals (<https://www.childlife.org/the-child-life-profession/awards/distinguished-service-award/distinguished-service-award-recipients>), and the Faculty of Health Sciences at McMaster University ([http://fhs.mcmaster.ca/main/community\\_of\\_distinction.html](http://fhs.mcmaster.ca/main/community_of_distinction.html)).

This educational program, the first in Canada, became an internationally recognized post-baccalaureate education and training program for child life specialists with graduates from across Canada, the US, Netherlands, Japan, Singapore, and Uganda.

In 1999, this program began offering on-line courses in pediatric psychosocial care, well before online education was commonplace. Initial online offerings were developed as professional development courses to enhance the skills of practicing child life specialists, those of related health professionals, and professionals in social services (e.g. police officers). The significant demand for this type of course work led to the development of undergraduate elective courses that were taken by a wide variety of students across disciplines, as well as practicing health professionals.

This program has had online students from Canada and many other countries, including: Australia, Cayman Islands, India, Mexico, New Zealand, the Philippines, Puerto Rico, Qatar, Singapore, and the United States of America.

With our international reputation, and extensive experience in online education, we are now pleased to offer the flagship Master's of Science (MSc) in Child Life and Pediatric Psychosocial Care (CLPPC) Program in Canada. Being situated within the Department of Pediatrics, one of Canada's leading centres for pediatric health care, provides an organizational structure that is well suited, and supportive of new students. As a graduate program endorsed by the Association of Child Life Professionals, this program meets child life certification eligibility requirements for Stream 1 students, and also provides advanced pediatric psychosocial training for health professionals already in practice. There are now over 100 alumni.

## PROGRAM LEADERSHIP

The Department of Pediatrics is the administrative and intellectual home of the Master's of Child Life and Pediatric Psychosocial Care program. The **CLPPC Assistant Dean**, Cathy Humphreys, is a certified child life specialist and faculty member in the Department of Pediatrics who provides faculty-level leadership and oversight of the MSc CLPPC program. Cathy can be reached at [humphrc@mcmaster.ca](mailto:humphrc@mcmaster.ca), or (905) 525-9140 x22795.

The **Program Academic Assistant**, Julie Hatton, oversees the day-to-day management of the program in supporting the Assistant Dean and the Program Committees in a part-time capacity. She can be reached at [childlife@mcmaster.ca](mailto:childlife@mcmaster.ca), [hattoj3@mcmaster.ca](mailto:hattoj3@mcmaster.ca) or (905) 525-9140 x22795.

The **Curriculum Coordinator**, Sarah Patterson, is a certified child life specialist who supports the core courses, and faculty. Sarah can be reached at [spatter@mcmaster.ca](mailto:spatter@mcmaster.ca), or (905) 525-9140 x22795.

The **Clinical Education Coordinator**, Cathy Humphreys, supports the Stream 1 internship placement process, as well as supports internship sites and students as the academic liaison. Cathy can be reached at [humphrc@mcmaster.ca](mailto:humphrc@mcmaster.ca), or (905) 525-9140 x22795. Allison Sohanlal will resume this role upon her return from maternity leave in the winter 2024 term. Allison can be reached at [sohan@mcmaster.ca](mailto:sohan@mcmaster.ca).

### ***Getting Help:***

- Questions about policies and procedures are best directed to the CLPPC Program Academic Assistant. Program staff will sometimes direct inquiries to the Assistant Dean. Policies and procedures are summarized in this handbook and in the SGS Graduate Calendar.
- Students may consult the Program Assistant Dean about a variety of matters beyond routine inquiries. These may include interpreting regulations and policies, concerns about supervision or personal problems affecting academic work or clinical internships. In such cases of petitions for special consideration, the Assistant Dean is normally required to approve the student's request. This is then adjudicated by the Associate Dean (HSGS). As such, the support of the Assistant Dean does not guarantee that a request for special consideration will be approved.

## **EDUCATIONAL PHILOSOPHY OF THE MSC CLPPC Program**

The educational philosophy in the MSc (CLPPC) Program reflects the value and viewpoint that the student is the centre of learning. It is consistent with adult learning theory and is based on principles of self-directed, problem-based, and small group learning.

Courses are offered primarily online through the Avenue to Learn (A2L) electronic learning platform. During the term, A2L will be the main location to find course material and assigned readings, course-related dates, schedules and announcements. This electronic platform will enable your participation in online discussions. Virtual class sessions will be held through Zoom or Microsoft Teams. All assignments, unless otherwise indicated, should be submitted within A2L.

### **Key philosophies and expectations within our program:**

- Faculty members relate to students/learners as future colleagues. Collaborative relationships are therefore formed, and first names are used. The professional expectations of honesty, mutual regard and respect are essential elements for which we all strive.
- The Program educates aspiring child life specialists and health professionals which therefore incorporates socialization of a professional within all learning opportunities.
- Expectations for graduate learners in our master's level program differ from expectations of undergraduate students. Integration of theory and practice is a critical and central expectation of a master's level education and our professional practice.
- The concepts of justice, equity, diversity, and inclusion are central to all aspects of the Program. Differences and diversity need to be respected. Program activities in this area are guided by the [McMaster EDI Framework for Strategic Action](#), and use the [EDI Action Objectives](#) to as a framework for activities. Strategies like Universal Design for Learning have been incorporated in the Program since 2017 in line with our commitment to supporting learners with diverse needs.
- Self-directed learning is a key educational foundation in the Program. This philosophy recognizes that with some guidance, adult learners are able to take responsibility for their own learning.
- The process of learning is as important as content. An overall goal is to exercise learners' capacities to think and discover during the process of gaining knowledge. The Program is designed to guide, stimulate and challenge students in order to equip professionals to make a difference in practice when supporting children, youth and families.
- Most faculty members are both Certified Child Life Specialists and teachers, and therefore must adhere to the standards of practice, requirements of our profession (including recertification) and standards of the university.
- Faculty must keep up to date on professional and educational research and trends and incorporate these trends into the curriculum in addition to academic eligibility requirements needed for Stream 1s to establish eligibility for the Child Life Professional Certification Exam.
- Faculty will provide individual feedback to facilitate learning and growth within evaluative components (formative and/or summative).
- Faculty are available to discuss specific learning issues or concerns. Additional university services are available to support your learning throughout your time in the Program.

## MASTER OF SCIENCE (CLPPC) PROGRAM OVERVIEW

### Stream 1 Requirements:

Stream 1 of the Child Life and Pediatric Psychosocial Care Program is a full-time, 24 month long, entry-to-practice Master's program. All courses are required and follow sequentially over 6 semesters of study. There are no electives. All course work towards the Stream 1 MSc CLPPC degree must be completed as McMaster University courses. No exemptions or substitutions will be granted, as all are required to meet child life professional certification eligibility requirements. All courses within each semester must be taken concurrently. Semesters are 14 weeks in duration.

During the fall and winter semesters of year 2, students will spend a total of 24 weeks (two twelve-week internships) in full-time clinical practice under the supervision of a certified child life specialist. These internships may occur in hospital or community settings in locations across Canada to establish minimum entry-level competence within the scope of child life practice across identified domains. After successfully completing both internships, students will have over 700 hours of supervised clinical internship in accordance with the competency criteria set forth by the Association of Child Life Professionals (ACLP). All expenses incurred by the student while completing clinical placements are the responsibility of the student.

### Stream 1 Program and Non-academic requirements:

Stream 1 students are required to meet a number of program and non-academic requirements to progress in the program, many of which are related to the health and safety for all individuals. These include:

- Faculty policies (e.g., Police Records Check Policy, Professional Behaviour Code of Conduct for Learners, Workplace Injury and Exposure to Infectious/Environmental Hazards in the Clinical Setting for Learners in the Faculty of Health Sciences – see the Policies Section). **To review these full policies, please visit this webpage:**
- <https://fhs.mcmaster.ca/pcbe/policies.html>
- Program policies (e.g. Clinical Placement fee, Student Internship Agreement Form)
- Clinical sites' policies (e.g. Health Screening Record <https://fhs.mcmaster.ca/healthscreening/documents/Year1HealthScreeningRecord.pdf>, Police Records Check [https://fhs.mcmaster.ca/pcbe/police\\_records\\_check.html](https://fhs.mcmaster.ca/pcbe/police_records_check.html), ACLP Clinical Experience Verification Form <https://www.childlife.org/docs/default-source/certification/internships/clinical-experience-verification-form.pdf?sfvrsn=4>).  
Program and clinical site requirements are reviewed regularly.

### Stream 1 Curriculum

Students in Stream 1 of the CLPPC program must also successfully complete all courses, with at least a B- standing. All courses are required and scheduled as follows:

First Year Fall Term:

- CLPPC 700/ Child Life Residency 1
- CLPPC 702/ The Child, Youth and Family in Healthcare
- CLPPC 703/ Research Methods in Pediatric Psychosocial Care

First Year Winter Term:

- CLPPC 705/ Grief, Loss and Bereavement in Childhood and Adolescence
- CLPPC 706/ Pediatric Psychosocial Assessment
- CLPPC 707/ Evaluating Evidence: An Approach to Critical Evaluation of the Literature

First Year Summer Term:

- CLPPC 708/ Child Life: Foundations of Play
- CLPPC 709/ The Vulnerable Child and Youth
- CLPPC 712/ Professional Ethics

Second Year Fall Term:

- CLPPC 710/Child Life Residency 2
- CLPPC 715/ Clinical Internship 1 (6 units)
- CLPPC 718/Clinical Skills Seminar 1

Second Year Winter Term:

- CLPPC 716/Clinical Internship 2 (6 units)
- CLPPC 719/Clinical Skills Seminar 2

Second Year Summer Term:

- CLPPC 717/Program Planning and Evaluation
- CLPPC 713/ Independent Master's Project

Course CLPPC 720 is only offered to students eligible for remediation. More information is available in the *Guideline for Review of Student Performance and Progress* located at the end of this handbook

All courses are offered online with the exception of the mandatory on-campus residency week courses, and clinical internships.

### **Required SGS Online Modules**

There are also 2 required School of Graduate Studies (SGS) courses. The SGS 101/ Academic Research Integrity and Ethics course and SGS 201/Accessibility for Ontarians with Disabilities (AODA) training must be taken within the first month of the Year 1 fall term. *Students may not graduate or register in a subsequent academic term without having successfully completed these.*

### **Interprofessional Education and Collaboration**

All Stream 1 students are required to participate in interprofessional education (IPE) and interprofessional collaboration (IPC) during the MSc Child Life program. The Program for Interprofessional Practice, Education & Research (PIPER) provides all Health Science students

with the opportunity to engage and learn with, from and about each other to develop strong collaborative and team skills for future practice. These opportunities for Stream 1 students run through the first and second year of the program. For the 2023 IPE program developed by PIPER, the IPE opportunities that all child life students are expected to participate in are as follows:

#### Team Based Curriculum

- Child life students will be enrolled in a small group consisting of Faculty of Health Science students and a healthcare professional as their facilitator
- Child life students will participate in two, two-hour sessions (one in the winter 2024 semester and the second in the fall 2024 semester) with their designated small group
- After each group session, child life students will complete a reflection assignment submitted to their professional portfolio. Feedback will be provided by the Clinical Education Coordinator

Failure to participate in the PIPER IPE team-based curriculum will result in additional opportunities required by the student which must be pre-approved by the Clinical Education Coordinator

### **STREAM 2 REQUIREMENTS:**

#### **Stream 2 Requirements**

Stream 2 of the MSc CLPPC program provides advanced practice skills in pediatric psychosocial care. It is offered on both a full- and part-time basis to applicants who already hold qualifications as a healthcare professional with an interest in pediatric psychosocial care. Clinical internships and clinical skills seminars are not required.

Full-time Stream 2 students need 12 months to complete the degree requirements. Part-time students can take up to four years (maximum) to complete all degree requirements. Students admitted as a Stream 2 student are not permitted to transfer to Stream 1. Changing streams requires reapplication for admission.

Students must successfully complete all required and elective graduate course work with at least a B- standing. All students are required to complete the Pediatric Psychosocial Care Residency 1 course on campus before beginning any of their course requirements.

#### **Stream 2 Core Courses**

- CLPPC 701/ Pediatric Psychosocial Care Residency 1
- CLPPC 703/ Research Methods in Pediatric Psychosocial Care
- CLPPC 704/ Current Issues in Pediatric Psychosocial Care
- CLPPC 707/ Evaluating Evidence: An Approach to Critical Evaluation of the Literature
- CLPPC 712/ Professional Ethics
- CLPPC 713/ Independent Master's Project
- CLPPC Pediatric Psychosocial Care Milestone

## **Stream 2 Elective Options (Select 3)**

- CLPPC 702/ Children, Youth and Families in Healthcare
- CLPPC 705/ Grief, Loss & Bereavement in Childhood and Adolescence
- CLPPC 706/ Pediatric Psychosocial Assessment
- CLPPC 709/ The Vulnerable Child and Youth
- CLPPC 714/ Special Topics in Pediatric Psychosocial Care
- CLPPC 717/ Program Planning and Evaluation
- RS 708 Reasoning and Decision Making
- RS 770 Leadership in Rehabilitation
- Other graduate elective(s) approved in advance by the program

Course CLPPC 720 is only offered to students eligible for remediation. More information is available in the *Guideline for Review of Student Performance and Progress* located at the end of this handbook

All courses are offered online with the exception of the mandatory on-campus residency week courses.

Please consult the School of Graduate Studies for further information regarding course add/drop dates and sessional dates for each term.

## **Required SGS Online Modules**

There are also 2 required School of Graduate Studies (SGS) courses. The SGS 101/ Academic Research Integrity and Ethics course and SGS 201/Accessibility for Ontarians with Disabilities (AODA) training must be completed within the first month of your first term. *Students may not graduate or register in a subsequent academic term without having successfully completed these.*

## **Stream 2 Requests for Transfer Credit and Determination of Course Equivalency**

If a Stream 2 student has taken a graduate level course that is the equivalent of an MSc CLPPC course, the student can submit a request to seek approval of a transfer/advance credit. Credits must have been achieved within the last 5 years with a minimum grade of B-. This is determined on a case-by-case basis and supporting documentation (e.g. course syllabus and completed and signed form) must be provided to the program office for consideration. The request for in-program course adjustments form is available through the School of Graduate Studies website: <https://gs.mcmaster.ca/app/uploads/2019/10/Request-for-In-Program-Course-Adjustment.pdf>

## **STUDENT EVALUATION IN THE MASTER OF SCIENCE (CLPPC) PROGRAM**

Student performance is evaluated on a regular basis throughout the MSc CLPPC Program using a variety of evaluation processes. Student success in achieving course level learning outcomes will be monitored on a course-by-course basis using a variety of assessment methods to evaluate comprehension and integration of course materials as per the learning outcomes. As no single evaluation method can assess all domains of learning or competence, various methods will be used in combination.

Student evaluation methods and tools used include, but are not limited to:

- **Problem-Based Experiences** are central to the learning process. Students will meet the course objectives by exploring a variety of health and professional case studies likely to be encountered in practice.
- **Online Lectures and seminars** are used within the online platform. Seminar sessions may include presentations by guest lecturers, small group activities, live or recorded lectures from the instructor and/or student presentations.
- **Student discussion and active engagement** within the online platform is evaluated on a regular basis throughout the module each week. Part of a final student grade is based on understanding the presented topics/issues and assigned readings, application of knowledge, professional behaviours, clinical reasoning, critical appraisal and communication skills to address the online weekly discussion board questions and/or case studies.
- **Written quizzes** use various formats including multiple choice questions (MCQs) or short and long answer question formats to assess foundational knowledge and/or clinical reasoning.
- **Simulation lab** is incorporated within the residency weeks held on campus. Some sessions will take place in the Simulation Lab within the Centre for Simulation-based Learning.
- **Scholarly papers (essays)** are used to evaluate knowledge, critical thinking and appraisal skills, analysis and synthesis skills. These assignments are also used to develop and evaluate students' writing skills. Essays are assessed based on content, organization, style, and mechanics. Papers focusing on particular cases/scenarios are a variation of the traditional essay.
- **Presentations** are also used throughout the program. To help students develop skills in articulating ideas and presenting information in an organized, clear and compelling way, individual presentations are used as evaluation components in some courses.

**Stream 1 students will be evaluated through additional evaluation methods to enable valuable feedback to students.** These evaluations will also be used to track learning and achievement of core child life competencies to assure students, faculty, and society that graduates seeking child life professional certification possess the required competencies and professional behaviours:

- **ePortfolios** where students collect materials to document evidence of knowledge, skills, attitudes, personal and professional development and areas for further development.
- **Direct Observation** to evaluate technical/behavioural skills.
- **Competency checklists & logs** within the learning portfolio to track areas of competency are met during internship placements. Interns and preceptors complete the

competency logs (observed and/or performed) which provide opportunity for written feedback and verbal discussion around strengths and areas for improvement.

- **Formative evaluation tool** used with interns and preceptors weekly to discuss progress, provide feedback and make goals/plans for the following week. This tool allows for ongoing feedback and monitoring of progress on a consistent basis throughout the internship, leading up to the summative evaluation using the full intern evaluation tool.
- **Summative Assessment evaluation tool** is used as the final evaluation for each clinical internship. It is adapted from the ACLP Evaluation Tool for Child Life Interns <http://www.childlife.org/docs/default-source/certification/internships/internevaluationtool.pdf?sfvrsn=4> which is used by most university child life programs to ensure students' readiness for practice, and overall assessment of clinical competence related to performance in the clinical environment.
- **Examiner stations** occur when an observer is asked to score a student's performance, and usually involves interaction with a standardized patient.

The University reserves the right to cancel academic privileges of a student at any time should the student's scholastic record or conduct warrant so doing. For details on procedures and requirements related to graduate courses, clinical courses, and required withdrawals, students should consult the relevant sections of Graduate Calendar, and Clinical Education Handbook. In the event of a discrepancy between these documents and the Graduate Calendar, the Graduate Calendar represents the official policy.

## ACADEMIC REGULATIONS

The University has defined its expectation of students in both the academic and non-academic life of the University community and developed policies and procedures to ensure that all members of the community receive equitable treatment.

The University Regulations affecting graduate students are available at:  
<https://academiccalendars.romcmaster.ca/content.php?catoid=48&navoid=9522>

## GRADING SYSTEM

The official results of graduate courses are reported as letter grades or as Pass/Fail in those courses where this grading is specified. Each course has its own criteria that are usually based on assignments, quizzes, papers, and class participation. Instructors may record grades for individual components of the course either as letter or numeric grades as shown below.

A+	=	90 to 100
A	=	85 to 89
A-	=	80 to 83
B+	=	77 to 79
B	=	73 to 76
B-	=	70 to 72

F	=	0-69
P	=	Pass
F	=	Fail

Please note final grades are reported in Mosaic once they have been approved, not in Avenue to Learn.

Student academic progress is reviewed by the Program's Student Affairs Committee (PSAC) at the end of each term. At this time any concerns about progress (e.g. course grades, clinical competency, professionalism) are discussed to determine if students are in a position to proceed in the program. **The Guideline for Review of Student Performance and Progress** at the end of this handbook provides more information.

## **ENROLLMENT**

Section 2.5 of the graduate calendar provides detailed information, definitions and regulations about being a part-time and full-time student at McMaster.

[https://academiccalendars.romcmaster.ca/content.php?catoid=48&navoid=9525#2.5\\_Registrati  
on](https://academiccalendars.romcmaster.ca/content.php?catoid=48&navoid=9525#2.5_Registrati<br/>on)

## **CONFIRMATION OF ENROLMENT LETTERS**

At times, a student may require a letter confirming enrolment in the program. Students may obtain this type of letter by logging into Mosaic and selecting My Academics. The enrolment letters option can be found there.

## **TECHNICAL REQUIREMENTS**

Learners in the program require a computer or tablet to access all course material and participate fully in the online environment during both asynchronous and synchronous learning, and to complete course requirements. Learners also require;

- reliable and stable internet access
- a microphone (built into your computer or a headset)
- a webcam (built into your computer or stand-alone device)

## **McMASTER STUDENT SERVICES AND RESOURCES**

### **University Technology Services**

University technology services provide IT support to both learners and faculty. Their [Top Tech Tips for McMaster Students](#) provides helpful information to prepare you for your experience with both asynchronous and synchronous learning environments and to secure your online experience. Information about ways to contact them for IT support issues is also shared in addition to [IT supports resources](#).

Training and orientation to the online learning tools and platforms used in this program will be provided during Residency 1 (CLPPC 700 & CLPPC 701).

Please note, as a student, you have **FREE** access to Microsoft 365. More details are available through the [Office 365 Hub](#).

## **GRADUATE STUDENTS ASSOCIATION (GSA)**

The Graduate Students Association (GSA) of McMaster University was incorporated as a non-profit corporation to represent all students registered in the School of Graduate to promote the needs and interests of such students, act as a resource, and provide support and services that improve the graduate experience. They provide social, athletic, and intellectual activities, as well as represent members before McMaster's elected and appointed authorities. For more information about the GSA, visit their website at <https://gsa.mcmaster.ca/>.

Students registered in the School of Graduate Studies are required to pay the dues set by the Association at its annual meeting. These dues are used to support the many activities of the Association.

### **Drug Insurance and dental plan information**

Enrolment in a drug and extended health benefits and dental plan are also included in GSA dues. Please visit [www.ihaveaplan.ca](http://www.ihaveaplan.ca) for more details. Coverage is automatic once a student is registered. Family coverage is available by paying an additional premium to the GSA. Opt-outs are permitted under certain conditions. Contact the GSA office manager for details.

Students are advised that they are responsible for arranging health insurance coverage when studying outside of Ontario (e.g. for clinical education course placements/internships).

International students and their families who are not eligible for Provincial Health Insurance may apply for UHIP. For further information visit <https://studentsuccess.mcmaster.ca/international-students/>

## **STUDENT FINANCIAL AID AND SCHOLARSHIP INFORMATION**

Student Affairs within the Office of the Registrar provides services and supports to all students, relating to OSAP, bursaries, drop in counselling. More information is available through their website <https://registrar.mcmaster.ca/aid-awards/> or by contacting them through their live help online chat feature.

## **LIBRARY SERVICES**

The McMaster campus includes the Mills Library, Innis Library, Thode Library and Health Sciences Library. Students are welcome to access any of the libraries on campus.

To access all McMaster library electronic resources from home, please refer to this [Off-campus Access](#) information for more details. . . For more information on creating a personal library account, please visit <https://library.mcmaster.ca/services/account>

**There is a webpage created with library resources specific to the CLPPC program** within the Health Sciences Library <https://hslmcmaster.libguides.com/childlifeppsc>

This includes key databases, resources, citation style guides, as well as quick online tutorials on using health databases, etc. There is also contact information for the librarian linked to our program.

## **INDIGENOUS HEALTH LEARNING LODGE STUDENT SERVICES**

The Indigenous Health Learning Lodge Student Services office is dedicated to providing services and supports for the academic success and wellbeing of all First Nations, Métis and Inuit students in the Faculty of Health Sciences. They address three broad areas of need:

- Increased student preparedness, entry and completion of health sciences programs;
- Ongoing identification and work to remove barriers to success within the university including increasing awareness of First Nations, Inuit and Métis health issues among the faculty and student body; and,
- Improved relationships between the university and local Indigenous communities.

For more information, please visit <https://ishs.mcmaster.ca/>

## **STUDENT ACCESSIBILITY SERVICES: ACCOMODATIONS FOR CHRONIC CONDITIONS AND DISABILITIES**

McMaster University is committed to ensuring that each student is afforded an academic environment that is dedicated to the advancement of learning and is based on the principles of equitable access and individual dignity. Please refer to *The Academic Accommodation of Students with Disabilities Policy* located at <https://secretariat.mcmaster.ca/app/uploads/Academic-Accommodations-Policy.pdf>

Student Accessibility Services (SAS) offers various supports for students with disabilities. SAS assists with academic and disability-related needs, including Learning Strategies Assistive Technologies, and accommodations for courses. SAS will coordinate with the Assistant Dean to create an accommodation plan for students within the CLPPC Program. The Assistant Dean will share a learner's accommodation plan with their specific course instructors.

For more information about SAS, please visit their website <https://sas.mcmaster.ca/>

**If you require accommodations for your academic courses (university based and/or clinical placements), please schedule an appointment with Student Accessibility Services (SAS). It is strongly recommended that you contact Student Accessibility Services, as soon as possible.**

**Information about registering with SAS can be found at <https://sas.mcmaster.ca/accommodations/registration-and-appointments/>**

## **STUDENT SUCCESS CENTRE**

The [Student Success Centre](#) provides a range of services and resources (in person and online) to students in their academic and career development from the time of acceptance at McMaster until 5 years after graduation. The Centre provides orientation programs, assists students with

writing support and tutoring services, and offers resources to enhance money management skills, career and employment services, etc.

### **SCHOOL OF GRADUATE STUDIES WRITING RESOURCES**

The School of Graduate Studies offers both in-person and online resources to support graduate students in their academic writing. <https://gs.mcmaster.ca/current-students/resources/graduate-writing/>

### **STUDENT WELLNESS CENTRE**

The Student Wellness Centre on campus supports students in their McMaster experience. This centre provides a range of wellness programs, counseling options and medical services. For more information, visit their website at <https://wellness.mcmaster.ca/>

In the event of a crisis, please visit <https://wellness.mcmaster.ca/crisis-support/>

### **McMASTER UNIVERSITY POLICIES, PROCEDURES AND GUIDELINES**

If there is a discrepancy between the policies below and the MSc CLPPC policies, the SGS Policy prevails. A comprehensive listing of applicable McMaster policies is not included in this handbook. For more information regarding Policies and Procedures applicable to students registered at McMaster University in relation to academics, please visit: <http://www.mcmaster.ca/policy/Students-AcademicStudies/>

### **GRADUATE EXAMINATIONS POLICY**

The Graduate Examinations Policy is intended to clearly communicate the university's expectations with regard to examinations and mid-terms in graduate courses, and the responsibilities of both students and instructors. The full policy can be viewed at: <https://secretariat.mcmaster.ca/app/uploads/Graduate-Examinations-Policy.pdf>

### **APPEALS POLICIES, PROCEDURES AND GUIDELINES**

McMaster University Appeals Procedures are located here: <https://secretariat.mcmaster.ca/app/uploads/Student-Appeal-Procedures.pdf>

[More information about the appeals and petitions for special consideration processes can also be found in section 2.5.9 of the School of Graduate Studies Calendar.](#)

Please contact the Hearings Officer (in the University Secretariat Department) for more information.

## **ACADEMIC INTEGRITY POLICY**

**It is your responsibility** to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the *Academic Integrity Policy* located at:

<https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf>

Issues of academic integrity are taken very seriously within the MSc CLPPC program. Consider this at all times when researching, writing and completing assignments and/or assessments in the program.

### **Use of Turnitin.com**

In the CLPPC Program, we want to ensure students are given opportunities to evaluate their ability to write with academic integrity and learn through this process. Certain evaluations within the program will use a web-based academic integrity service ([turnitin.com](https://turnitin.com)). Students will be able to view the results of the originality check and can re-submit a revision before the paper is marked, as long as this is done before the due date. Only the final submission will be graded. Students who choose not to submit their work through this folder (and Turnitin.com) will be offered an alternative means to submit their paper. Please refer to specific course assignment information for details.

The paragraph above follows the university policy related to the use of Turnitin.com which can be found at <https://www.mcmaster.ca/academicintegrity/turnitin/students/index.html>.

### **Use of Generative AI tools**

McMaster has developed guidelines regarding the use of generative AI tools within teaching and learning. Please refer to each course outline and assignment/assessment information to learn whether the use of generative AI is prohibited or if some use is permitted within each respective course/assignment. It is the student's responsibility to be clear on any limitations for use and to be clear on the expectations for citations and referencing and to do so appropriately.

## **RELIGIOUS HOLIDAYS/OBSERVANCE**

Please refer to the Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO) located here:

<https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf>

Students who require academic accommodations beyond those covered by the policy (e.g. for clinical placement) should contact the Assistant Dean and the Coordinator of Clinical Education, as soon as possible to arrange accommodations.

## **PROFESSIONAL BEHAVIOUR CODE OF CONDUCT FOR LEARNERS - FACULTY OF HEALTH SCIENCES**

In all aspects inside or outside of the academic and clinical settings, students will follow the McMaster University, Faculty of Health Sciences Professional Behaviour Code of Conduct for Learners. Please note that breaches to this Code of Contact will be investigated, and where

appropriate, sanctions applied. You are required to review and follow this Code of Conduct which is found at:

<https://secretariat.mcmaster.ca/app/uploads/Professional-Behaviour-Code-for-Graduate-Learners-Health-Sciences-2014.pdf>

[You will also find important and applicable policies through the Professionalism in Clinically Based Education website.](#)

## **ABSENCES**

Students who are requesting a planned student absence of more than five (5) business days away from the program, are required to submit a formal written request to the Assistant Dean at least one (1) month in advance.

For further information, please refer to the SGS Calendar at

<https://academiccalendars.romcmaster.ca/content.php?catoid=42&navoid=8734>

Stream 1 students should also present a formal request in writing to the Clinical Education Coordinator if this absence will occur during an internship/clinical education course. Requests will be assessed on an individual basis. If the request is approved, the Clinical Education Coordinator (CCE) will communicate with the preceptor. An intern's request may not be granted if the placement site and preceptor are not available to accommodate the intern's request to make up time for the placement.

Missed placement time due to issues beyond the student's control, such as an unexpected illness, injury or compassionate leave are the only reasons prior approval is not required by the Assistant Dean and CEC. In the case of such absences, the Assistant Dean and CEC must be notified immediately so that alternative arrangements can be made, contact with the placement site and preceptor can occur in a timely fashion, and a plan can be put in place both for the absence of the intern from the placement site and a plan for making up missed placement time.

**Please note, students should consult the course material for the specific attendance policy as the above policy is the minimum requirement, and each course may have additional requirements for attendance and participation**  
**WITHDRAWAL PROCEDURES**

Students seeking voluntary withdrawal from the Child Life and Pediatric Psychosocial Care program are requested to book an appointment with the Assistant Dean and Curriculum Coordinator.

**MSc Child Life and Pediatric Psychosocial Care**  
McMaster University  
Guideline for Review of Student Performance and Progress

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**Date developed:** December 4, 2017  
**Approved by:** Curriculum Committee June 2023

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**Preamble:**

Student progress is reviewed by the Program's Student Affairs Committee (PSAC). PSAC meets at regular intervals with additional meetings scheduled as needed throughout the academic year.

Student academic progress is reviewed at the end of each term. At this time any concerns about progress (e.g. course grades, clinical competency, professionalism) are discussed to determine if students are in a position to proceed in the program.

PSAC has the authority to:

- recommend informal remediation;
- require formal remediation through enrollment in the CLPPC 720 remediation course; and/or
- make a recommendation for withdrawal

Remediation is a process to support students in addressing learning gaps (e.g. theoretical or practical knowledge) or areas needing improvement (e.g. behaviours and/or skills) in an effort to meet academic expectations. It is also a mechanism to try and prevent future challenges within the program.

School of Graduate Studies regulations provide that students must be withdrawn after a second instance of failure. A student is therefore not eligible for remediation if;

1. they fail two courses
2. they previously enrolled in the CLPPC 720 Theory and Practice Remediation course, as this can only be taken once during their studies
3. if the PSAC determines that the deficits are significant/or interfered with multiple assignments or components of the course, such that remediation would not result in the student meeting academic expectations

Please refer to the PSAC Terms of Reference for additional information.

**Guideline for Student Progression:**

- Students must achieve a minimum grade of B- or PASS in each course
- Students must receive a PASS in Clinical Internship 1 and Clinical Internship 2
- Consistent demonstration of professional behaviours as outlined in the FHS Professional Behaviour Code of Conduct for Learners is expected.

**The following actions may/will be considered by the PSAC:**

- PSAC will consider all relevant evidence which includes, but is not limited to: documentation related to specific course components or evaluations, each student's overall academic standing and progress in the program to date, documentation related to specific events or circumstances considered relevant to the review of a student's progress.

### **Informal Remediation**

- If a student passes a course but experiences difficulties with performance in any area, the PSAC may recommend informal remediation

### **Formal Remediation**

- If a student fails a course, PSAC will make a determination if the student is eligible for formal remediation, or if the deficits are significant and remediation would not result in the student meeting academic expectations. A student who is not eligible for formal remediation after a failed course would need to repeat the full course the next time it is offered.
- If the student is eligible for formal remediation as determined by PSAC, and if the student chooses to undertake it, they will register for the CLPPC 720 Theory and Practice Remediation course.
- If a student successfully completes the remediation course, a grade of PASS will be assigned to the CLPPC 720 course. An F will remain on the transcript for the original failed course. The student will then be eligible to continue in the program in good academic standing. In some situations, the PSAC may determine that it is necessary for information to be conveyed to a future evaluator as part of remediation to support current or future student performance.
- Should a student be unsuccessful in passing CLPPC 720, it will be considered a second fail. A grade of FAIL will be assigned. PSAC would make a recommendation for required withdrawal to the Associate Dean, Graduate Studies (Health Sciences) who makes a decision on the recommendation on behalf of the Graduate Admissions and Study Committee.

### **Typical Procedures:**

1. If the PSAC makes a recommendation for remediation or withdrawal, the student will be notified as soon as possible by the Assistant Dean.
2. If the recommendation is for informal remediation, the student will typically receive a letter from the Assistant Dean as Chair of the PSAC.
3. If enrollment in a remediation course is required by the PSAC, the Assistant Dean will typically request a meeting with the student to review the remediation process. The student will also receive a letter from the Assistant Dean as Chair of the PSAC.

**NOTE:** Students who undertake a remediation course may incur additional tuition and supplementary fees, and/or may be required to extend the duration of their studies within the program.

4. If the PSAC makes a recommendation for required withdrawal, the Assistant Dean will typically request a meeting with the student to review the process. The student will also receive a letter from the Assistant Dean as Chair of the PSAC.
5. The program will complete the Request for Change in a Graduate Student's Status form and forward this to the Associate Dean, Graduate Studies (Health Sciences), who will make a decision on behalf of the Graduate Admission and Study Committee.

**Disclaimer:** If there is a discrepancy between the electronic copy and the written copy held by the Guideline own, the written copy prevails.

**Adapted from the McMaster MSc OT Program's 7.3 Guideline for Review of Student Performance and Progress**