



PACIFIC COAST UNIVERSITY  
FOR WORKPLACE HEALTH SCIENCES

# Pacific Coast University for Workplace Health Sciences

## Student Handbook/Academic Calendar

### 2014-2015

# Pacific Coast University for Workplace Health Sciences

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## General Information about the University

### General

The Bachelor of Disability Management is offered under the written consent of the Minister of Advanced Education effective August 2013 having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

### Structure

The Pacific Coast University for Workplace Health Sciences (PCU-WHS) is a not-for-profit statutory institution established under the *Pacific Coast University for Workplace Health Sciences Act*, SBC 2007.

The purposes and governance structure of the University are specified in the *Pacific Coast University for Workplace Health Sciences Act*. The Board of Governors is responsible for the overall management, administration and control of the property, revenue and business affairs of the University. The Academic Council is responsible for the University's academic governance – subject to any directions, guidelines and financial limitations set by the Board of Governors, as specified in the *Act*. The membership of the Board of Governors and the Academic Council is specified in the *Act*. An International Research Advisory Council appointed by the Board of Governors provides advice and collaboration assistance to the Board and the Academic Council on research related to the purposes of the University.

The International Research Advisory Council is responsible for:

- advising the Board or the Academic Council on research required to address critical issues in relation to occupational health and safety, disability management and rehabilitation, and related subjects, and
- facilitating international cooperation and the development of international collaboration and partnership for the purpose of research under the leadership and direction of the University.

### Mission

The University is a statutory not-for-profit post-secondary degree-granting education and research institution. Its special purpose is to create and disseminate new knowledge, including applied research, in the fields of workplace safety, health promotion, return to work and disability management, comprehensive rehabilitation, and disability leadership studies. It is committed to excellence in teaching and research, scholarship, and service to the broader community.

### Goals

As described in the Act, the University's purposes are to:

- offer university education in occupational health and safety, disability management and rehabilitation and related subjects;
- offer certificate, diploma and degree programs at the undergraduate and graduate levels in occupational health and safety, disability management and rehabilitation, and related subjects;
- offer continuing education programs in occupational health and safety, disability management and rehabilitation, and related subjects;
- maintain teaching excellence in the university's academic programs;
- conduct interdisciplinary research and development in relation to occupational health and safety, disability management and rehabilitation, and related subjects; and
- encourage and facilitate international cooperation and collaboration for the advancement of knowledge respecting occupational health and safety, disability management and rehabilitation, and related subjects.

## **A Short History of Pacific Coast University for Workplace Health Sciences**

The Pacific Coast University for Workplace Health Sciences (PCU-WHS) has a close relationship with the National Institute of Disability Management and Research (NIDMAR). NIDMAR has been instrumental in establishing the University and continues to play a role in supporting its development.

NIDMAR is the result of a collaborative initiative among key employers, workers and government organizations across Canada with the intent of identifying institutional solutions focusing on reducing the economic and social costs of disabilities and the University has adopted this tripartite approach in its values and its mission.

Since its establishment in 1994, NIDMAR has been involved in professional education, research and innovation in the field of disability management. Some important milestones include:

- the development of a curriculum for continuing professional development education for the field of disability management and return to work, which was first offered on site until it was moved to an online format. The program will now be delivered through PCU-WHS.
- participation in a nine-country study undertaken by the International Labour Organization (ILO), a United Nations sub-organization located in Geneva, which resulted in the publication of key success strategies that organizations need to have in place for successful return to work outcomes.
- the creation of the first Code of Practice for Disability Management, which led to the development by the ILO of the first international *Code of Practice on Managing Disability in the Workplace*.
- the establishment of Occupational Standards for those who work in the field of disability management and return to work, following Government of Canada guidelines, which led to the development of professional certification examinations, providing successful candidates with the professional designations of CDMP and CRTWC.
- the development of the world's only psychometrically balanced and consensus-based audit/assessment tools to assist employers by providing workplaces with a calibrated gap analysis of their disability management initiatives.
- organizing and hosting the world's first International Forum on Disability Management (IFDM), an event that is now held biennially in various countries around the world.
- the formation of the International Disability Management Standards Council (IDMSC), which oversees the administration of the professional and program standards which are currently being used in 16 countries to date.
- contributing to the creation of Guidelines on Return to Work and Reintegration for ISSA's 330+ members in 158 countries, through an agreement with the International Social Security Association (ISSA), a United Nations based organization.

### **Significant Milestones for PCU-WHS**

- 2005 – A Memorandum of Understanding was signed with the Government of British Columbia for the establishment of a special purpose degree-granting educational institution.
- 2006 – Western Economic Diversification, a Department of the Government of Canada, announced funding for the development of a business plan, architectural plan and an academic plan for the proposed world's first special purpose, degree-granting educational institution in the field of workplace health sciences.
- 2007 – A private bill was brought to the parliamentary session of the Legislature of British Columbia and the *Pacific Coast University for Workplace Health Sciences Act* passed with the unanimous support from all members of the Legislative Assembly.
- 2009 – The Government of Canada announced the \$2 billion Knowledge Infrastructure Program. In order to meet a March 31, 2009 application deadline, which required that the project be "shovel ready", the City of Port Alberni agreed to donate 3.5 acres of land.
- 2009 – The Prime Minister of Canada announced funding approval and ground breaking for building the PCU-WHS facility took place.
- 2011 – The new PCU-WHS facility was opened.
- 2013 – The British Columbia Ministry of Advanced Education approved the first degree submission by the University.

## Important Note about the Calendar

The Academic Calendar is a comprehensive guide to all programs, courses, services, and academic policies at Pacific Coast University for Workplace Health Sciences. The Calendar also serves as a record of many University academic policies and procedures. It is approved by the Academic Council of the University for each academic year. Students who register in a given year are covered by the Academic Calendar approved in the year of registration for rest of their studies.

The Academic Calendar is not intended to be a complete statement of all procedures, policies, rules and regulations at the University. Those individuals wishing more information may obtain it from their faculty advisor or review the University's policy manual located on the University website. Students are subject to the policies and procedures of the University and are responsible for understanding them.

The University reserves the right to alter or discontinue programs, courses, fees, and policies and procedures regulating admission, registration and graduation from the University. Regulations affecting the student body may be changed in accordance with University governance policies and are effective as determined by the appropriate University authorities. Revisions apply to prospective students as well as registered students as appropriate.

## Important Dates 2014-2015

<b>Admissions 2014-2015</b>	<b>Opening Date</b>	<b>Closing Date</b>
	May 26, 2014	March 10, 2015
<ul style="list-style-type: none"><li>• The University accepts applications throughout the calendar year. Students who are admitted to a program can register for courses in the next available trimester after they have been accepted.</li><li>• Applications received after March 10, 2015 will be considered for the Academic Year 2015-2016.</li></ul>		
Registration		
Fall Trimester 2014	June 2, 2014	July 23, 2014
Winter Trimester 2015	September 15, 2014	November 17, 2014
Spring Trimester 2015	December 8, 2014	March 10, 2015

## Program Information

### Introduction

As a special purpose University PCU-WHS offers courses through a combination of distance learning and onsite delivery, a learning environment that can accommodate the needs of working adults and students in other locations in Canada and internationally. In the Academic Year 2014-2015, the University is offering two programs – a Bachelor of Disability Management and an Advanced Certificate in Return to Work. The details of both programs are presented below.

### **Bachelor of Disability Management (BDM)**

The first degree offered by PCU-WHS is the Bachelor of Disability Management which is a degree with an applied focus. It is the first and only degree of this nature and level internationally. The Bachelor of Disability Management (BDM) provides graduates with the underpinning of knowledge, skills and competencies, on the one hand, to assist absent workers to return to work and, on the other hand, to assist employing organizations, service providers and insurers in the public, private and not for profit sectors to introduce and operate cost-effective and responsive DM and return to work programs.

The program will be of interest to working adults who want a credential related to their current field of activity – most frequently health, human resources, occupational health and safety, insurance, union

representation, or government services and to students graduating from high school who wish to pursue a career in workplace health science. In the evolving field of disability management, the degree has been deliberately designed not only to give students the necessary technical skills, but also to empower them as leaders in reshaping the approach and systems involving disabled workers.

The program provides students with the knowledge and skills required, working under supervision, to develop and implement effective return to work plans in consultation with absent workers and to assist organizations to implement cost effective DM policies and programs. The subject areas covered include health and rehabilitation, psychology, law, insurance, sciences related to the body and brain, case management, business management, human resources, labour relations, occupational health and safety, and program development and administration. The degree program interprets and integrates aspects of these disciplines as they apply to workplace health sciences and disability management, providing a range of specialized courses designed to cover the skills and knowledge involved in facilitating the retention of workers with temporary and permanent impairments in productive jobs.

The degree involves 120 credits. These include specialized courses relating to the area of workplace health sciences, and a range of electives that broaden students' educational backgrounds. Students with previous university course credits and/or relevant professional experience can apply for Transfer Credits or Prior Learning Assessment and Recognition (PLAR) Credits for both elective courses and specialized courses. Students who need to obtain elective credits, during the degree, can take non-specialized courses at other post-secondary educational institutions in their locality. PCU-WHS can assist students to identify and register for elective courses at a number of Universities with which it has articulation agreements.

Faculty will evaluate students according to pre-publicized criteria, which may include active involvement in study activities, tests and exams, assignments and projects. At the conclusion of each course, students will be asked to evaluate their experience.

## Specialized Courses

Applied-focus courses comprising 78 credits give students the opportunity to develop the skills and knowledge they need to work with individuals and organizations in workplace health and disability management. After completing these courses, graduates will be competent to assist individuals and organizations, to apply theory to practice and to participate in workplace health-related research.

All students entering the BDM will be required to complete an introductory course. There are two options in this regard. Students entering the program at Level 1 are required to participate in WHDM 102 which provides an overview of the field of workplace health science and an understanding of the interactions between work, the workplace, workers, and society that impact on health, well-being and productivity.

This course uses a blended learning approach that requires students to attend a two week session at the PCU-WHS campus. Students who have previous relevant academic and/or professional experience are required to complete WHDM 208 which provides a broad understanding of the field of disability management, the approaches that are employed in returning a worker with a disability to a job, and the interaction between the disability management program and a range of internal and external actors and stakeholders.

The decision as to which is the most appropriate course for each student will be made by the Vice President Academic on the basis of the admissions portfolio of the student which includes academic transcripts and the dossier of evidence of professional experience and qualifications submitted by the student to support his or her request for Transfer or PLAR Credits.

At the individual level, courses related to assisting workers who have incurred temporary and permanent impairments, or who are at risk of absence because of health-related issues cover areas such as return-to-work planning and implementation, retaining workers with physical and mental health impairments, ergonomics, communication, matching job demands with assessments, and case management, among others.

At the organizational level, course content will focus on the student's ability to help organizations plan, implement and evaluate workplace health programs, and to determine the costs and benefits of initiatives related to occupational health and safety, wellness promotion programs, disability management programs, and benefit strategies. These include courses in employment law, human resources, management skills, occupational health and safety, and organizational behaviour, among others.

Two courses will provide students with the foundational skills and knowledge they will need to be able to collect and analyze data, understand statistics as used in research, apply research to practical workplace problems and, in some cases, enhance the potential for moving on with an advanced degree.

A final, six-credit course will include a project intended to give students an opportunity to apply their skills and knowledge to a workplace environment, either one in which they themselves are working, or another. Under the supervision of a faculty advisor, and supported by the organization or institution involved, the students will choose, complete and report on a project.

For course details, please see the Course Catalogue (Page 23).

## Electives

Elective courses comprising 42 credits provide students with an opportunity to broaden their learning and, in some cases, to apply some of their previous educational background to their current study and group activities with other students. Eighteen elective credits are in required subject areas including courses related to academic writing, mathematics and health science. An additional 24 electives are discretionary and can be in any area chosen by the student. Some students may choose to pursue an additional language throughout their study; others will follow an unrelated field that interests them, such as archeology or geography; and others will deepen their understanding of aspects of this interdisciplinary field through additional courses in fields such as economics, political science and government relations, sociology, human biology, psychology and business, among others.

These electives are intended not only to expand the students' ability to participate in the world outside of work, but also to allow for flexibility in work choices as participants move through their careers.

For elective details, please see the Course Catalogue (Page 23).

## Place of Research

Students are expected to incorporate research findings into practice. This will include developing strategies to maintain people with mental and physical impairments in employment, and to incorporate such strategies into individual return-to-work plans, and organizational and program policies and procedures. Students will learn how to use research-influenced processes and practices to meet both the needs of an individual and the requirements of a specific organizational context.

## Application of Knowledge

PCU-WHS adopts a problem oriented approach to learning which employs case-study methods that expose students to typical workplace situations and solutions.

As part of their course work, students are expected to apply knowledge and skills to analyze and improve programs (e.g. the development of policies and procedures; the collection, analysis and storage of data; the development of individualized return to work strategies; and the choice of internal and external service providers). To achieve this, they must also be able to formulate arguments and lines of reasoning that will make sense to people with other roles and responsibilities in the workplace, as well as to external stakeholders, such as insurers. Students will also learn to use evaluation processes to monitor and measure results and improve and adapt programs and plan appropriate components.

Professional, workplace and program ethics and, more specifically, ethical decision making will be explored and incorporated into a number of courses that focus on other content areas. Ethical decision making will be an essential skill when students face situations in which important values are in conflict,



and in which the practitioner may have dual responsibilities, for example, in a situation when the best accommodation for a worker with an impairment might raise questions of safety for other workers.

Students will be expected to demonstrate their ability to review, present and critically evaluate qualitative and quantitative information, and to assess their own practice in the field in the final courses of the degree, and especially in the final project. That project will be individually designed to fit the student's background and goals. In the case of students who are not currently engaged in the field, the course will serve as workplace experience along the lines of the cooperative education model.

## **Communication Skills**

Graduates of the proposed program will be competent in communicating, both orally and in writing. Successful graduates will be able to communicate effectively with workers, managers, employers, union representatives, insurers, service providers, and representatives of government programs in individual and group situations.

Communication skills in this context include organizing and writing reports and other documentation, proposal writing, planning and executing oral presentations, communicating specialized information to non-specialists, and working effectively in teams. Other essential communication skills include interviewing employees with temporary and permanent disabilities and others who are involved in a return-to-work situation to identify potential problems, to resolve conflict, and to develop strategies for worker retention.

## **Limits**

Practitioners are working in a field that is developing and changing, because of coordinated efforts to find solutions to the very extensive social, organizational, personal and financial disruptions that are caused by workplace disabilities. As a consequence, it is anticipated that innovative procedures will be researched and implemented as new data are collected and analyzed. It is therefore imperative that graduates have an awareness of the need to remain up to date and flexible in their approach to disability management issues. Students will have the benefit of instructors who have gained international recognition in their specializations, many of whom are actively involved in disability management.

## **Admission**

The University will normally employ an admissions process that establishes a number of criteria that indicate a high likelihood of success. This means the University bases admission on a variety of items including academic record, employment record and other relevant achievements pertaining to the study of workplace health science.

The University admits applicants on a first qualified basis. First qualified means that the University will offer program seats to applicants in order of the time and date the University has determined they have met all of the admission requirements.

Upon application to the University, students are required to pay a non-refundable Application Fee which will apply to Tuition Fees.

Details of the University's application process including details about portfolio preparation and to whom it should be submitted are available on the University's website.

### **Standard Admissions Process**

The Standard Admissions procedure, for applicants who have graduated from secondary education at an equivalent level to Canadian High School Grade 12, requires an applicant to submit a Portfolio that consists of:

- Personal Details
- A Personal Profile
- An Academic Profile

- If available, Official Transcripts from the applicant's secondary institution of graduation
- If available, Official Transcripts from the applicant's post-secondary institution of study
- Copies of certificates of training
- Two Letters of Recommendation
- If relevant, a declaration of intention to apply for Transfer Credits or PLAR Credits

International students, meeting all other University admission requirements, must also provide evidence of proficiency in English. Details of suitable evidence are available on the University's website.

The Flexible Admissions procedure applies to applicants who cannot provide proof of graduation from secondary education at a level equivalent to Canadian High School Grade 12. The criterion upon which a Flexible Admission is judged is that the applicant has a reasonable possibility of successfully completing university education at degree level. Details of how to complete a Flexible Admission application are available on the University website.

### **Flexible Admissions Process**

The Flexible Admissions procedure requires applicants to submit a portfolio that consists of:

- Personal Details
- A Personal Profile
- A description of the evidence of capacity to complete university education at degree level being submitted
- Copies of certificates of training
- A folder of evidence of high credibility supported by third party authentication
- Two Letters of Recommendation

Applicants applying through the Flexible Admissions procedure may be required to demonstrate an appropriate level of numeracy and literacy by undergoing standardized assessment testing as part of the application process.

International Students, meeting all other University admission requirements, must also provide evidence of proficiency in English

The University will review the application to determine if the applicant is qualified, conditionally qualified or not qualified. Applicants will be informed in writing electronically. A qualified applicant is not guaranteed admission.

Depending upon availability of seats in the program, qualified applicants who apply by the published application deadline will be offered seats in order of the date and time the University determines they have met all of the admission requirements.

Applicants who are deemed to be qualified but have not completed the application process in terms of submitting all required documentation may be assigned the status "Conditionally Qualified". Conditionally qualified applicants will be given a time line to complete their application. The University will assume that the applicant has terminated the process if the application is not completed by this deadline and the applicant's status will be changed to "Not Qualified".

An official transcript is an institutional document available to employers or receiving post-secondary institutions by student request and sent directly from the institution of origin to the University in a secure fashion.

Please Note: Individuals from outside Canada who would like to move to Canada to study at PCU-WHS must meet the guidelines established by Citizenship and Immigration Canada for international students studying in Canada. This includes proof of Permission to Study in Canada which means a visitor's visa and/or a study permit, depending on the length of study, as outlined on the Canadian Government Study in Canada website. Potential international applicants should contact the University for further details.

Please see the University's policy on admission for more detailed information.

## **Advanced Certificate in Return to Work (ACRTW)**

The Advanced Certificate in Return to Work (ACRTW) is targeted at professionals who already have an undergraduate degree in a field other than disability management and some work experience related to workplace health science. It offers qualified applicants who wish to achieve a specialized academic credential in the field of return to work, and who do not wish to register for the full Bachelor of Disability Management (BDM), with an opportunity to obtain a credential in this area. The Advanced Certificate is offered at the undergraduate level and provides students with an understanding of the required conceptual frameworks and their application to return to work and equips them with the knowledge, skills and attitudes to enable them to work within the specific area of return to work for ill or injured workers.

Students who successfully complete the Advanced Certificate will have the competences for successful performance of the range of specialized activities required to achieve successful return to work outcomes in complex and non-routine settings for people with both physical and psychological health conditions. Specifically, it is designed to develop the competences that are required to help individual workers return to work after a temporary or permanent impairment and to assist the organizations and other actors to provide effective supports and interventions to retain a worker with a health condition in his or her current position or to reintegrate long term absentees. The program provides skills and knowledge from the range of disciplines that contribute to the practice of disability management and engages students in a comprehensive analysis of the theory and practice that underlie the organizational structures and processes required to successfully return workers with disabilities to a job.

The Advanced Certificate in Return to Work comprises 30 specialized credits selected from the Bachelor of Disability Management degree that are specifically related to return to work. Students who decide to complete the full BDM program will receive credit for their studies in the Advanced Certificate.

In addition to a required introductory course which covers an overview of the field and practice of disability management, the program includes courses that address disability, work and the law; physical and mental health impairments and work retention; job analysis, assessment reports, accommodation technology and ergonomics; interviewing skills for helping professions, case management and service coordination and ethics; and workplace insurance and benefits

Entry criteria to the program include a minimum cumulative grade point average (GPA) of B-, completion of a 3 or 4 year undergraduate degree from a recognized institution and some relevant work experience.

The Admissions procedure for the ACRTW requires applicants to submit a portfolio that consists of:

- Personal Details
- A Personal Profile
- An Academic Profile
- Official Transcripts from the applicant's previous degree at Bachelor level
- A description of relevant work experience
- Copies of certificates of training
- The names and contact details of two work related references

For course details, please see the Course Catalogue (Page 23).

## Registration

### Important Note about Registration

Students are responsible for the completeness and accuracy of their registrations and for determining the requirements of their program at Pacific Coast University for Workplace Health Sciences. This Calendar provides information about programs and courses that are being offered. Further information about program regulations or requirements is available from the appropriate faculty advising service or department.

Faculty or advising staff may assist in the planning of programs, but the final responsibility for meeting the requirements for certificates, diploma and degrees rests with each student.

### Student Learning Plan

Students work with their faculty advisor to complete a mutually agreed student learning plan.

Each student will work with an academic advisor to develop a personalized plan for the completion of a certificate, diploma or degree at PCU-WHS which best suits his or her level of prior learning and experience in the field, previous academic achievements and work commitments.

The Student Learning Plan will include a long term multi-year academic strategy and a short term annual plan for completing both elective and specialized courses.

The academic advisor will assist the student to identify appropriate electives which can be accessed through the articulation agreements that the PCU-WHS has established with collaborating Universities and those which the student will take responsibility for accessing on his or her behalf. It will also specify the sequence of registration in specialized courses and the workload for each trimester that is compatible with the personal circumstances of the student.

The plan will be reviewed on an annual basis or on request of the student and adjusted in light of previous academic performance and current life circumstances.

### Registration and Fee Payment

Depending on the availability of seats, qualified applicants who apply by the published application deadline are offered a seat in order of the date and time the University determines they have met all of the admission requirements.

Applicants will receive an electronic message (offer to register) indicating they may now register for courses.

Applicants must follow the University's registration process on the University's website.

Available courses will show on the University's timetable.

Tuition fees are due upon completion of the registration process.

The Registrar will cancel an offer if the applicant fails to register by the deadline indicated in the offer or pay fees upon completion of the registration process.

## Provisional Registration

Students must meet the stated prerequisites in order to be eligible to register for a course.

A prerequisite is a course requirement for registration and may include course credits or other academic skills, knowledge or achievements that will help to ensure students have a reasonable chance of success in the course.

Prerequisite checking occurs through systems established by the Registrar.

Students not meeting the prerequisites must obtain written permission from the designated instructor or departmental representative in order to be eligible to register for the course.

Students may be permitted to register provisionally provided that the Registrar:

- determines that the students did not have a reasonable chance to provide proof that they met the prerequisite at the time of registration;
- sets reasonable deadlines for students to provide proof; and
- ensures that unqualified students are withdrawn from a course before classes begin, or if there is not enough time before classes begin, the Registrar will ensure that these students are clearly identified on the class list.
- Students may be permitted to register provisionally if the Registrar cannot reasonably check the course requisites.

## Course Audit

Audit means to undertake a course for personal development or other reasons and no credit is awarded. Students interested in auditing a course should provide a letter of permission to the Registrar from the course Faculty Member.

Individuals interested in auditing must be admitted to the University.

The student will pay the required deposit, tuition and other fees.

Once a course has been audited, the course is not open to PLAR and will not be considered for meeting admission, prerequisite or course requirements.

Should the student decide they need credit for the course, they must re-register in the course at the next appropriate start date and successfully complete the assignments and exams.

An AU grade is entered for courses in which a student is registered as Audit and no credit is awarded.

Audit students may not change their status from audit to credit. Credit students may not change their status from credit to audit except during the first week of the class.

## Course Loads

Unless otherwise defined by a program, a full course load for an undergraduate student is normally between nine (9) and twelve (12) credits per trimester. Students are encouraged to enroll in not more than four (4) courses per trimester. Students may not enroll in more than five (5) courses per trimester without prior permission.

## Fees

### Fees, Payment and Refund

Upon application to the University, students are required to pay a non-refundable application fee which will apply to tuition fees. In the event that the applicant is not admitted, the application fee will be forfeited to the University. In the event that a student accepted into the University fails to complete their registration and/or fails to pay tuition fees on the date of registration, the application fee will be forfeited to the University. An applicant may have the deposit returned if they can demonstrate extenuating circumstances.

Should the student fail to pay fees by the date of registration, the Registrar may withdraw them.

Students may request to withdraw from a course prior to the course start date or during the first week of the course. If the student's request is made prior to the course start date or within the first week of the course start date, the University will refund the course tuition fee less the non-refundable application fee and charge an administration fee of \$75.00 per course. Students may have their tuition fees returned after this date if they can demonstrate extenuating circumstances such as exceptional medical or compassionate reasons. Written application for special consideration must be made to the Registrar within 30 days of the course start.

In the case of cancellation of a course or program by the University, a full refund of both the application fee and tuition fee for that course or program will be made to the student.

Any student submitting an invalid form of payment must honour the payment with seven (7) calendar days of notice or the University may cancel the student's application or registration.

### Tuition and Other Fees

<b>Table of Tuition and Other Fees</b>	
Application Fee (Non-refundable but applied against tuition fees)	\$100.00
Tuition Fees per credit	\$254.00
Fees for a 3 credit course	\$762.00
Fees for a 1.5 credit course	\$381.00
Transfer Credit	
Transfer Credit Fees for Elective Courses	\$60.00 per course Up to a maximum of \$300.00
Transfer Credit Fees for Specialized Credits	\$150.00 per course
Transfer Credit Fees for NIDMAR CPD Modules	No Charge
Prior Learning Assessment and Recognition (PLAR) Credits	
PLAR Credit Fees for Elective Credits	Not available
PLAR Credit Fees for Specialized Credits (includes a \$250.00 processing fee and a \$150.00 non-refundable administration fee). If a PLAR credit is not approved, students will be refunded the processing fee.	\$400.00 per course
PLAR Credit for CDMP or CRTWC Certification	No charge
Administration Fee – Course Withdrawal	\$75.00
Graduation Fee	\$300.00

Please note that all fees identified within this document are in Canadian dollars.

## Timetable and Current Course Offerings

Current course offerings and the timetable are available on the University's website.

## Grades

### Letter Grades, Percentages and Grade Points

Letter Grade	Numerical Grade	Grade Point Equivalent	Comment
A+	90 - 100	4.33	Excellent, First Class Standing
A	85 - 89	4.0	
A-	80 - 84	3.67	
B+	77 - 79	3.33	Very Good, Second Class Standing
B	73 - 76	3.0	
B-	70 - 72	2.67	
C+	65 - 69	2.33	Satisfactory
C	60 - 64	2.0	
C-	50 - 59	1.67	Pass
F	0 - 49	0.0	Fail

### Transcript Notations

Notation	Definition	Comment
I	Incomplete or in progress	Not included in GPA
WD	Course withdrawal prior to 50% duration of course	Not included in GPA
W	Course withdrawal on or after 50% duration of course	Included in GPA as 00
AU	Audit	Not included in GPA
Aegrotat	Ungraded Pass	Not included in GPA
DEF	Deferred	Course work not completed, but instructor and student agree on completion at a later date. Becomes "W" after six weeks, if no grade entered.

### Grade Point Average

It is the policy of the University to calculate the Grade Point Average (GPA). The GPA will be recorded on the official transcript and is an average of course grade points based on the courses taken over the student's academic career with the University.

## Requirements for Graduation

### Approval for Graduation

The Chancellor, or in her/his absence, the President of the University will confer, on behalf of the Board of Governors, appropriate graduation awards including degrees, diplomas and certificates, upon receiving from the Registrar a list of graduands approved by the Academic Council and the VP Academic as having satisfied the academic requirements established by the University for a Graduation Award.

The Registrar will determine, in consultation with Faculty Members, which students have met the Bachelor degree requirements. This determination will include PLAR, Course Challenge, Transfer Credit and Residency requirements.

The Registrar will advise students if they are not approved as graduands.

### Credit Requirements

Students are required to complete 120 credits to receive a Bachelor degree and 30 credits to receive an Advanced Certificate. All requirements for a certificate, diploma or degree must be met as outlined in the program section of the calendar.

### Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) means a process of assessment by valid and reliable means by a qualified specialist and an expert in the relevant field of what has been learned that is worthy of credit in a course or program offered by the University. PLAR is used to evaluate learning which may have been achieved through work experience, independent reading, volunteer work, informal and formal learning or other relevant activities. PLAR is based on documentation that provides authenticated evidence of learning. PLAR is only available for specialized courses. PLAR credits are only granted on the basis that it is considered that the applicant meets all the learning objectives of a course and are not granted for partial credits.

To achieve recognition for PLAR, students must demonstrate learning at a level of achievement equivalent to students registered in equivalent University courses in that program/subject area.

A request for PLAR credits can only be made by applicants who have been admitted to the program. At the admission stage, an applicant should indicate the courses for which he or she intends to request credits on the basis of prior learning and experience. A separate PLAR request form will be forwarded to a successful applicant for each course for which he or she has indicated an intention to request PLAR credits.

The PLAR form requires the applicant to explain the basis for the contention that he or she has met each of the learning objectives for a specific course at an appropriate level and to specify the authenticated evidence that is being submitted in support of the request. The form must be accompanied by a dossier of evidence supporting the request. The same evidence can be used to support a number of requests as long as it is clearly explained how it relates to the specific learning objectives of each course.

Acceptable evidence can include:

- Professional non-credit courses for which a certificate has been awarded,
- Academic credits in related subject areas,
- Professional certification or accreditation,
- Teaching or training practice,
- Work or professional experience,
- Documented research,
- Papers or reports for which the applicant can be confirmed as an author,
- Copies of presentations made at professional or academic conferences.



Students who have completed all 25 NIDMAR CPD modules or who have CDMP or CRTWC Certification can be granted PLAR credits for the following courses without charge:

- WHDM 201 – Introduction to Disability Management and Return to Work
- WHDM 204 – Introduction to Human Resources
- WHDM 207 – Communication in the Workplace
- WHDM 210 – Management Skills for Workplace Health Sciences Practitioners
- WHDM 309 – Job Analysis, Assessment Reports, and Accommodation Technology

All other PLAR credit requests will be charged the PLAR Credit Fees.

A period of at least eight (8) weeks is required to process a PLAR request.

Prior learning will be assessed by a Faculty Member who is an expert in the subject area and a professional with training in Prior Learning Assessment and Recognition. The Assessors will be responsible for ensuring that the documentation provided by the student supports the claim for credit.

## Course Challenge

Course challenge is a form of Prior Learning Assessment and Recognition.

Course challenge is suitable for currently registered students (or those recently registered within the last three years) wishing to acquire credit for specific University courses.

After consultation with the student, a department or program head or designate may grant permission for the student to seek credit for a course through a demonstration of meeting course objectives.

A student is not permitted to challenge a course they have previously failed.

A student may not challenge a course more than once.

Students considering challenging a course are urged to obtain permission prior to commencement of classes. Normally, students enrolled in a regular section will not be permitted to challenge that course.

The department or program head or designate will set the requirement(s) to be met for successful course challenge.

The department or program head will set appropriate grading standards.

Course challenge is not permitted for a course for which credit has already been obtained at the University or through transfer credit.

General PLAR policies and fees will apply to course challenge.

## Transfer Credit

The University recognizes the academic knowledge and achievement of students who have undertaken post-secondary studies at other colleges, institutes, or universities. Courses or programs taken at post-secondary or other institutions will be considered through block or transfer credit processes.

Recognized Institution means an institution whose courses the Registrar may routinely consider as acceptable transfer credit without departmental consultation.

Credit may be given in one of the following ways:

- Assigned Credit means credit given for a specific University course when a course or courses are recognized as equivalent.
- Unassigned Credit means credit given when a course or program is considered worthy of credit at the University but is not equivalent to a specific University course.

In order to maximize the student's ability to meet program requirements whenever possible, credit will be granted for specific courses rather than unassigned credit.

Students who seek transfer credit must provide an official transcript from each institution at which courses were taken. If an articulation agreement does not already exist for the course(s) or program, it is the student's responsibility to provide detailed course information as needed to evaluate courses. For documents that are not in English, a translation by a certified translator is required.

The official University transcript will indicate the transferable courses, the grades, and the number of credits for which transfer credit is granted.

Recognition by the University of studies completed at a previous institution does not imply, or in any way guarantee, that the transfer credits will be recognized by a third institution.

## Residency

In order to earn a University certificate, diploma or degree, a student must normally complete at least forty percent (40%) of the credits necessary for the graduation award with PCU-WHS.

Residency means that a student who earns a graduation award has studied with Faculty Members and other students at the University whatever the means of delivery.

The Registrar will implement procedures to ensure that students have met the Residency requirement.

Credits earned through Prior Learning Assessment and Recognition (PLAR) do not normally meet this requirement.

## Services

### Academic Advising

PCU-WHS has in place both faculty assigned as student "mentors" in academic matters and also personnel who are qualified to assist in more personal issues.

The University maintains constant and supportive communication between Faculty Members and students. Initially, the department head will make himself or herself available to students.

### Computing Services

Students will receive a number of services online including:

- admissions and registration,
- access to student support,
- library, and
- the University's learning system.

Students may access the University's wireless network when on campus.

Students are expected to provide their own hardware, internet connection, internet browser and word processing software to access the University's computing facilities.

The computing and communication facilities and services provided by the University are intended for University activities only such as teaching, research, and administrative purposes.

### Library

The PCU-WHS Library plays a vital role in the teaching and learning environment, and is a critical resource for both students and faculty on campus and at a distance.

Students will be guided by their faculty advisors and the University librarian to find and apply appropriate information to course assignments, and to build critical information literacy skills that support independent learning and professional practice.

Students will have access to global research information through partnerships and peer organizations, educational institutions and electronic library networks.

Students and faculty will also have access to the Global Applied Disability Research and Information Network (GLADNET), which brings together research centres, universities, enterprises, government departments, trade unions, and organizations of and for persons with disabilities.

For students taking courses on campus, there is a comfortable and attractive library commons housing a collection of national and international publications including books, periodicals and journals dealing with each of PCU-WHS's specializations.

## **Students with Disabilities**

The University makes its courses and programs accessible to students with disabilities in accordance with the Human Rights Code (BC) and the Canadian Charter of Rights and Freedoms.

The University will reasonably accommodate students with disabilities on the basis of current documentation.

Students are required to self-identify and bring requests for accommodation or changes in accommodation to the attention of the Registrar, allowing for reasonable time for the University to respond.

The University may offer a student provisional accommodation for a limited period of time pending submission of complete and acceptable documentation. The University may also provide accommodations to students with temporary disabilities on a case by case basis.

## **Transcripts**

Students may access their records at any time through their online account and print a copy of their student record for their own use. Official Transcripts are available from the Registrar at a cost of \$15.00 per transcript not including the costs of expressing the transcript by courier or express post.

This service is subject to the University's policy on Authenticity and Accuracy of Student Transcripts.

## **University and Student Responsibilities**

The following are summaries of important policies that govern University and Student Responsibilities. See the University Policy Manual for a full statement regarding any of these items.

## **Academic Appeals and Complaints**

Academic conduct concerns matters of student evaluation, attendance, placement, transfer, accommodation of disability, admission, course challenge, course requisites, prior learning assessment and recognition, academic policy, assessment, course load, course withdrawal or any other decision made by a University Faculty Member, staff member, or committee affecting grades or standing, providing the decision being appealed was made or was purported to be made on academic grounds. It may also mean formal complaints concerning the quality of instruction.

This policy's complaint and appeal processes comply with the principles and procedures set out in the Academic Appeals and Complaints Policy and Procedures. Details of these are available from the Registrar's office of the University.

## **Academic Freedom**

Pacific Coast University for Workplace Health Sciences is committed to the belief that the exchange of knowledge and ideas in an environment of intellectual freedom is an indispensable foundation of quality education. Academic freedom includes the right of all members of the University Community to inquire,

discuss, speak and express themselves, study, conduct research, teach, publish, associate, create and exhibit their work without hindrance or restriction by the University or any of its representatives.

## Academic Warning

Students who are considered by a Faculty Member to be at risk during a course will be notified in writing by the Faculty Member and may be required to undergo a performance review. At the end of the review period, the Faculty Member will determine the student's ongoing status in the course.

## Continuance in Program

To meet the Minimum Academic Standard and remain enrolled in good standing, a student's semester grade point average must be 2.0 or higher with no more than one "F" or "W" on their record for that semester.

The Registrar will mark the academic record of a student who has not achieved the Minimum Academic Standard for a semester with "Academic Probation" and inform the student at the end of the semester.

A student on Academic Probation is permitted to register in the next semester, but should consult their faculty advisor for academic advice.

The Registrar will mark the academic record of a student who has not achieved the Minimum Academic Standard in the Academic Probation semester with "Academic Suspension" and inform the student.

A student on Academic Suspension may not re-enroll in the University.

The Registrar will permanently note Academic Suspension standing on the student's transcript.

## Code of Conduct

The Code of Conduct is established by PCU-WHS to help maintain an environment conducive to learning, research and other educational activities. It is designed to promote the values that are at the heart of our community of scholars, namely honesty, respect for others, and a willingness to share ideas and opinions in a safe environment.

The University has developed standards for the behaviour of its community, academic and non-academic alike, and has identified the following behaviours as contrary to its values:

- Cheating, plagiarism and circumstances where a student submits the work of another as his or her own or allows another person to undertake an assessment or assignment on his or her behalf. Plagiarism applies to both electronic or hardcopy materials such as assignments, presentations, online posts, research and data. It includes intentional improper use of citations such as not using quotation marks where appropriate to specify the work of another or lack of acknowledgement of concepts that have been substantially paraphrased from another original work.
- Withholding information that is appropriate or supplying incorrect or fraudulent information or documentation in order to obtain an unfair academic advantage or other benefit.
- Submitting falsified academic or professional references or untruthfully claiming academic or professional achievements to the University or a third party for whatever reason.
- Falsifying or misusing University records or documents.
- Impersonation of others with regard to academic achievements or awards.
- Failure, without due cause, to participate in all academic processes of the University including attendance at lectures, participation in discussion forums and meeting requirements laid down for assignments, exams and projects.
- Not abiding by the procedures governing course enrolment, participation and academic assessment.
- Lack of compliance with regulations regarding Library use.
- Breaching any rule, policy or regulation developed by the University or by other bodies of competent authority and having specific application to the University.
- Breaching any law.

This Policy's complaint and appeal processes comply with the principles and procedures set out in the Dispute Resolution Policy.

## Course Withdrawal

A student may withdraw by notifying the Registrar's Office in writing. The date of the withdrawal will be the date the written notification was received by the Registrar's Office.

Students may voluntarily withdraw up to the half-way point of a course or upon completion of the mid-term assignments and a notation of WD will appear on the transcript for the course but will not be calculated in the student's GPA.

Should the date of withdrawal be on or after the course in progress is one-half complete, the Registrar will assign an academic penalty (a grade point of 00) for the course and the student's course transcript will note "W" with a grade point of 00.

Students who abandon a course by failing to notify the Registrar's office that they wish to withdraw will receive a grade of F.

In the event of demonstrated exceptional circumstances, such as death in the immediate family, a student's illness or accident, serious emotional problems, or an error on the part of the University, a student may withdraw without academic penalty from a course or program, after the deadline, with the approval of the Registrar. Late withdrawals may be considered up to one year from completion of the course or program.

## Dispute Resolution

Under established processes, individuals will have the right to:

- a fair and expeditious resolution of complaints and disputes within reasonable deadlines;
- information that enables them to know and understand the charges or complaints made against them;
- an opportunity to be heard in response to charges or complaints made against them, before any disciplinary decision is taken;
- the fair and expeditious resolution of complaints or disputes on an informal basis, where appropriate;
- an internal review of a finding or decision made in the dispute or complaint with the internal review conducted by an independent person who has had no involvement in the matter.

The University has established a detailed process to ensure these rights are respected which is available from the administration office of the University.

## Harassment and Prevention of Discrimination

The basis for interaction among all members of the University is mutual respect, cooperation and understanding. Harassment and discrimination, as defined in the BC Human Rights Code, of any kind violates fundamental rights, personal worth and human dignity. Members of the University Community are entitled to an atmosphere free of harassment and discrimination while pursuing University related activities.

The University considers harassment and discrimination to be a serious offence that is subject to a range of disciplinary measures up to and including dismissal or expulsion.

The University has established a detailed process to ensure these rights are respected.

## Intellectual Property and Copyright

The University will protect all parties' intellectual property involved in the academic enterprise. This includes the rights of the University Community, partners and others around the world whose intellectual property the University will use or have in its possession.

The University recognizes its legal obligation to comply with Canadian legislation respecting Intellectual Property and will take all reasonable steps to ensure that the University Community is aware of, and adheres to, these requirements including Plagiarism.

## Privacy

The University respects student and employee privacy and takes responsibility for Personal Information under its control. The University is committed to providing all individuals who belong to the University Community, be that as students, Faculty, staff, applicants or potential applicants (“Individuals”) with every opportunity to enjoy the benefits associated with belonging to this vibrant and innovative community.

Protecting Personal Information is one of the University’s highest priorities. Accordingly, the University manages the collection, use, and disclosure of Personal Information utilizing best practices as derived by British Columbia’s Personal Information Protection Act, SBC, 2003, c. 63 as amended (“PIPA”). In compliance with PIPA’s requirements, the University’s privacy policy outlines the principles and practices that will be followed to protect Personal Information sought and/or held by the University. The University is committed to ensuring the accuracy, confidentiality, and security of Personal Information.

In the normal course, the University will inform an individual, whose Personal Information it collects, why and how this Personal Information is being collected, used and disclosed. The University will obtain an individual’s consent when such consent is required, and will manage Personal Information in a manner that is consistent with PIPA and that a reasonable person would consider appropriate in all circumstances.

The University’s policies on Authenticity and Accuracy of Student Transcripts, Computer Usage, and Confidentiality and Security of Student Records comply with the Policy.

Responsibility for ensuring compliance with the Policy rests with the Registrar, who may designate one or more persons to be accountable for compliance with this Policy. Other individuals within the University Community may be delegated to act on behalf of these designated persons. On request, the University shall make known the title and names of those persons designated to oversee compliance with the privacy policy.

## Research Ethics

All research that involves living human subjects or live animals requires review and approval by the University’s Research Ethics Committee in accordance with the University policy on Research and the Tri-Council Policy Statement “Ethical Conduct for Research Involving Humans” before the research is started.

The Committee has the authority to approve, reject, propose modifications to, or terminate all proposed or ongoing research involving humans within the institution’s jurisdiction.

## Student Evaluation in a Course

Faculty Members shall provide their students at or prior to the first session with a course outline, which will include a clear statement of the contents and methodology of the course, the manner in which grades will be assigned, and the responsibilities of the students with regard to assignments, participation and attendance.

Faculty Members shall decide whether their courses include final examinations and will include this information in their course outline.

PCU-WHS courses that require final examinations shall not allow the final exam to constitute more than fifty percent (50%) of the final grade. Deviation from this requires approval of the Vice President Academic.

# Course Catalogue

## **Bachelor of Disability Management (BDM)**

Students are required to take 42 elective credits over the course of the degree. Students must earn 18 elective credits in a number of specified academic subjects which provide essential underpinning knowledge for the degree. These are referred to as required electives. In addition, students must earn 24 discretionary elective credits in other subject areas which they are free to choose on the basis of their personal interests. The purpose of these electives is to provide students with the breadth that they may need as they advance in their careers and to allow them to fully participate in society in terms of citizenship, use of leisure time, and development of an understanding of their place in an increasingly inter-related world. An expectation is that students may use previously earned credits from one and two year college programs or other university-level credit programs to fill the requirements for electives.

The following electives are specified:

- 1) Level 1 (18 credits)
  - a. Required Electives (9 credits) at the 100 level or higher
    - i. Academic Writing (3 credits)
    - ii. Mathematics (3 credits)
    - iii. Health Sciences (3 credits)
  - b. Discretionary Electives (9 credits) at 100 level or higher in themes that relate to the student's personal interests
- 2) Level 2 (12 Credits)
  - a. Required Electives (6 credits) at the 100 level or higher.
    - i. Business or Computing (3 credits)
    - ii. Psychology or Social Sciences (3 credits)
  - b. Discretionary Electives (6 credits) at 100 level or higher in themes that relate to the student's personal interests
- 3) Level 3 (9 credits)
  - a. Required Electives (3 credits) at the 200 level in health sciences
    - i. Health Sciences (3 credits)
  - b. Discretionary Electives (6 credits) at 100 level or higher in themes that relate to the student's personal interests
- 4) Level 4 (3 credits)
  - a. Required Electives (0 credits)
  - a. Discretionary Electives (3 credits) at the 200 level or higher in a theme that relates to the student's personal interests

## **Curriculum by Course, Level and Prerequisites – BDM**

<b>INTRODUCTORY COURSES</b>
<b><i>* Students must take either WHDM 102 or WHDM 208 regardless of their academic achievements and professional experience. The appropriate introductory course for each student will be selected in consultation with academic staff of the University.</i></b>
<b>WHDM 102 The Workplace and Workplace Health Sciences (3 credits)</b>
The purpose of this course is to explore the field of workplace health sciences and to provide an understanding of the interaction between work, the workplace, workers, and society at large in creating an environment in which the health and safety, work capacity and well-being of people in the workplace is enhanced, maintained, supported or diminished. Issues that determine how workplace health is managed, contributing factors, and the role of stakeholders will be explored. The emergence of health and safety, disability management and wellness programs in the workplace will also be examined.

<p><b>WHDM 208 The Field and Practice of Disability Management (3 credits)</b> (Substitute for WHDM 102 with permission of Vice President Academic)</p> <p>This course is designed to introduce students to the foundations of Disability Management based on the current guidelines and principles of practice. It will provide students with a broad understanding of the field of disability management, the approaches that are employed in returning a worker with a disability to a job, and the interaction between the disability management program and a range of internal and external stakeholders. It will introduce students to relevant research from a broad range of disciplines including disability management, social work, occupational therapy, ergonomics, mental health, occupational health, case management and business trends.</p>
<p><b>LEVEL 1</b></p>
<p><b>WHDM 103 The Body and Mind at Work (Part 1) (3 credits)</b></p> <p>The main focus of this course is to develop applied knowledge of physiological, biomechanical and psychomotor behaviour principles as they apply to work. This course provides a multidisciplinary introduction to physiological systems from the standpoint of the work context. The students will situate their learning about the body at work in different work situations. It provides a direct, applied focus so students can tie their knowledge to problems of job retention. The course will explore the interaction between work and physical health and well-being, and the effectiveness of workplace strategies developed to maintain worker health and capacity and to respond to problems.</p>
<p><b>WHDM 104 The Body and Mind at Work (Part 2) (3 credits)</b></p> <p>This course provides a multidisciplinary introduction to the interaction between psychological, cognitive and emotional processes and work activities and demands. It provides an insight into the dynamic interaction between an individual and work using a biopsychosocial perspective on mental functioning. It explores the meaning of work in our lives, how organizations can assist or detract from this process and the organizational factors that lead to good mental health functioning. It addresses the personal characteristics, strategies and coping skills that create resilience in the face of stress and workplace factors that contribute to or inhibit the development of an employee's healthy personal growth. It examines characteristics of psychologically healthy workplaces and programs to promote the mental well-being of workers.</p>
<p><b>WHDM 107 Disability, Work and the Law (3 credits)</b></p> <p>The legal underpinnings of Disability Management established in international treaties, national, federal and provincial law and regulation will be explored in this course. Workplace practices that are commonly governed by statutes and regulations in most jurisdictions and the issues and rationale underlying the legislation will be analyzed. Common provisions developed in response to workplace issues and the legislative requirements that underpin the source or cause of the workplace disability, the legal boundaries within which employers and unions are required to operate, and the requirements on the employee will be compared. Students will examine the specific employment and workplace legislation in their own jurisdictions, the regulations through which the legislation is implemented, and how these affect organizational practices. Processes related to identifying, measuring and mitigating risks to health and safety will be explored.</p>
<p><b>Electives at Level 1</b></p>
<p><b>Required:</b> Three courses (3 credits each) in each of academic writing, mathematics and health sciences at the 100 level or higher.</p>
<p><b>Discretionary:</b> 9 credits at 100 level or higher in themes that relate to the student's personal interests.</p>
<p><b>LEVEL 2</b></p>
<p><b>WHDM 201 Introduction to Disability Management and Return to Work (1.5 credits)</b> (Prerequisites: WHDM 103, WHDM 104)</p> <p>This course provides an overview of the field of disability management and an understanding of program development and administration; an examination of the return-to-work process, including service coordination, and accommodation planning and implementation; and an awareness of alternative employment planning when a worker cannot return to his or her former workplace.</p>
<p><b>WHDM 202 Introduction to Occupational Health and Safety (1.5 credits)</b> (Prerequisites: WHDM 103, WHDM 104)</p> <p>The purpose of this course is to provide an understanding of the field of occupational health, including the major components of an occupational health and safety program and management system. Processes related to identifying, measuring and mitigating risks to health and safety will be explored.</p>
<p><b>WHDM 203 Disability and Society (3 credits)</b> (Prerequisite: WHDM 107)</p> <p>Using the UN Convention on the Rights of Persons with Disabilities as a framework, this course will provide an in depth analysis of the scope and focus of disability policy and legislation from a societal perspective. It will provide students with a grounding in the regulatory framework within which disability policy is deployed through legislation and regulation in a number of areas that are central to disability management including independent living and mobility, education, health, rehabilitation, employment, adequate living standards and social protection. Legal</p>



cases that have set precedents in the field will be reviewed and analyzed. Students will critique the application of disability policy and legislation in terms of their impact on equality of participation and full citizenship for persons with disabilities and the role that Disability Management can play in achieving these aspirations.
<b>WHDM 204 Introduction to Human Resources (1.5 credits)</b> (Prerequisites: WHDM 102, WHDM 107)
The purpose of this course is to provide an introduction to the human resources functions within an organization, and how these functions interface with and relate to the maintenance of the health and safety, work capacity, and well-being of people in the workplace.
<b>WHDM 205 Introduction to Workplace Wellness Programs (1.5 credits)</b> (Prerequisite: WHDM 107)
This course provides an introduction to health promotion and workplace wellness, within the context of population health. The course addresses population health determinants with a particular emphasis on employment and employment-related factors. Students will learn about theories related to individual health behaviours, and the role of workplace wellness and culture as factors influencing the physical and mental health of workers. Considerations that influence decisions about program components and their evaluation will be discussed.
<b>WHDM 207 Communication in the Workplace (3 credits)</b>
This course will provide an introduction to the theory and practice of communication, with a focus on the use of effective communication techniques in individual and group situations in the workplace.
<b>WHDM 209 Organizational Change and Development (3 credits)</b> (Prerequisite: WHDM 204)
The purpose of this course is to expand awareness and knowledge of multiple issues related to organizational development and change. It will enable students to understand the principles and tools employed in organizational change initiatives, and to identify the role of program managers in implementing, assisting with and responding to changes in vision, focus, attitudes, organization and activities, and policies.
<b>WHDM 210 Management Skills for Workplace Health Sciences Practitioners (3 credits)</b> (Prerequisite: WHDM 204)
The role of a manager, the management environment, and the skills and knowledge required to perform management functions will be examined. Students will also explore the application of management functions to workplace programs, including return to work, occupational health and safety, and wellness programs.
<b>Electives at Level 2</b>
<b>Required:</b> Two courses (3 credits each) in business or computing and psychology or a social science at the 100 level or higher.
<b>Discretionary:</b> 6 credits at 100 level or higher in themes that relate to the student's personal interests.
<b>LEVEL 3</b>
<b>WHDM 302 Physical Impairments and Work Retention (3 credits)</b> (Prerequisite: WHDM 201 or WHDM 208)
This course is designed to provide students with an understanding of physical disabilities, their impact on work activities, and how workers can be accommodated to mitigate the effects of work disability.
<b>WHDM 303 Introduction to Vocational Rehabilitation (1.5 credits)</b> (Prerequisite: WHDM 102)
In this course, students will examine vocational rehabilitation processes that can be implemented when a physical or mental health condition prevents workers from returning to the job that they carried out prior to incurring a disability. These processes include providing appropriate assessments and counselling to identify an optimum career/job direction; a search for resources, including training opportunities, job coaching, the development of job search skills, and supportive assistive devices and technologies; and identifying funding sources for implementing the vocational rehabilitation plan.
<b>WHDM 305 Interviewing Skills for Helping Professions (1.5 credits)</b> (Prerequisite: WHDM 201 or WHDM 208)
This course offers an introduction to interviewing techniques that are effective in a workplace health context. Participants will explore and demonstrate communication skills that they can use to uncover challenges and opportunities and develop effective responses to both. Models of helping, and the potential and limitations of the helping role, will be explored.
<b>WHDM 307 Mental Health Conditions and Work Retention (3 credits)</b> (Prerequisite: WHDM 201 or WHDM 208)
The purpose of this course is to develop an understanding of adverse mental health conditions in general, and from a workplace perspective. Students will examine the concept of mental illness and explore common mental health impairments, including their impact on the workplace, potential treatments, and strategies for retention and return to work.

<p><b>WHDM 308 The Economics of Workplace Health Initiatives (3 credits)</b> (Prerequisite: WHDM 210)</p> <p>This course introduces students to the application of economics concepts to workplace health initiatives. Students will consider the costs and benefits to individuals, organizations, and society (as represented by governments and quasi-governmental agencies) when occupational health and safety programs, disability management programs and wellness programs are in place or are improved.</p>
<p><b>WHDM 309 Job Analysis, Assessment Reports, and Accommodation Technology (3 credits)</b> (Prerequisite: WHDM 201 or WHDM 208)</p> <p>The purpose of this course is to provide students with the theoretical and practical background to identify and record job demands, interpret assessment reports, determine when there is a mismatch between individual capacity and job demands, and eliminate these through accommodation planning.</p>
<p><b>WHDM 310 Decision Making and Data Analysis (3 credits)</b> (Prerequisite: WHDM 210)</p> <p>The course will introduce students to workplace data collection and analysis activities, and to the role of statistical analysis in general. An overview of how and why data is collected in the workplace, and the role of data analysis in organizational and program decision making, will be followed by a general introduction to statistics and methods of analysis that are used to interpret data. Basic descriptive and inferential statistical techniques will be presented in the context of their use in the workplace.</p>
<p><b>WHDM 311 Case Analysis and Research Methods (3 credits)</b> (Prerequisite: WHDM 210)</p> <p>The purpose of the course is to provide a foundation in research skills, with a focus on those that are applicable to the workplace. Topics include the literature review as an underpinning for research questions and approaches, and commonly used research methodologies, including case analysis, action research, correlational research methods, and quasi-experimental and experimental research methods.</p>
<p><b>Electives at Level 3</b></p>
<p><b>Required:</b> One course (3 credits) at minimum at the 200 level in health sciences.</p>
<p><b>Discretionary:</b> 6 credits at 100 level or higher in themes that relate to the student's personal interests.</p>
<p><b>LEVEL 4</b></p>
<p><b>WHDM 401 Ergonomics (3 credits)</b> (Prerequisites: WHDM 103 and WHDM 104 or WHDM 208)</p> <p>This course introduces students to the scope of ergonomics and the application of ergonomic principles to work organization. It includes an overview of concepts and related theory and ergonomic assessment processes, and the identification and application of solutions.</p>
<p><b>WHDM 402 Unions and the Workplace (3 credits)</b> (Prerequisite: WHDM 210)</p> <p>The purpose of this course is to provide an understanding of the labour movement internationally and national and regional frameworks, and how unions operate in representing workers and interacting with management. The focus of the course is on how the union movement has contributed to improving working conditions, occupational health and safety, and protecting injured workers. Specific topics covered include the work being done by labour in occupational health and safety and on behalf of injured workers; training and advocacy initiatives; labour efforts in return to work and accommodation; mechanisms of participation, labour's critique of employer wellness and Behaviour Based Safety programs. Factors affecting potential for cooperation between employers and labour and critical issues for labour in occupational health and safety, accommodation and return to work are reviewed.</p>
<p><b>WHDM 403 Case Management and Service Coordination (Part 1) (1.5 credits)</b> (Prerequisite: WHDM 201 or WHDM 208)</p> <p>The purpose of this course is to introduce students to case management and service coordination from both a general and a return to work focus. This is the process whereby one individual acts as a central liaison and facilitator for the delivery to clients of a range of services, including services that can facilitate a return to work. Models of case management will be examined and key challenges explored.</p>
<p><b>WHDM 405 Ethics and the Workplace (3 credits)</b> (Prerequisite: WHDM 403)</p> <p>This course will introduce students to the field of ethics, the role of professional and workplace ethics, and the application of ethics to workplace health issues.</p>
<p><b>WHDM 406 Case Management and Service Coordination (Part 2) (3 credits)</b> (Prerequisite: WHDM 403)</p> <p>The skills and knowledge required for case management and service coordination are examined in detail, along with problem solving processes used in complex situations. The client's role as the centre of the process will be explored. Students will also consider issues related to diversity, lack of client commitment to the process, and ethics and law.</p>

<b>WHDM 407 Conflict Resolution and Negotiation in the Workplace (3 credits)</b> (Prerequisite: WHDM 209)
The purpose of this course is to provide participants with tools to negotiate differences in the workplace and resolve conflicts on an individual and an organizational level.
<b>WHDM 408 Workplace Insurance and Benefits (3 credits)</b> (Prerequisite: WHDM 210 or WHDM 208)
Students will explore the types of workplace insurance that are commonly available, along with questions about how insurance is funded, how benefits are calculated, and who provides the insurance – whether private, public or some combination of the two. Participants will be expected to apply concepts to their own jurisdictions.
<b>WHDM 409 The Changing Nature of Work (1.5 credits)</b> (Prerequisite: WHDM 209)
Students will examine factors that affect the nature of work and how it is performed. This will include technological change, work organization, the divide between rote work and more cognitively complex tasks, globalization and organizational mobility, and the use of outsourcing and temporary employees.
<b>WHDM 410a Final Project Course (3 credits)</b> (Prerequisite: This is the first part of the capstone course, designed to be completed after the student has completed all of the other required courses in his or her learning plan.)
Students will work with a faculty advisor to choose a project that may involve practical experience or critical analysis of disability management practice at an individual or organizational level. The student will complete a literature review of the area that has been identified, complete his or her project/practice and prepare a report on the results.
<b>WHDM 410b Final Project Course (3 credits)</b> (Prerequisite: This is the second part of the capstone course, designed to be completed after the student has completed all of the other required courses in his or her learning plan.)
Students will work with a faculty advisor to choose a project that may involve practical experience or critical analysis of disability management practice at an individual or organizational level. The student will complete a literature review of the area that has been identified, complete his or her project/practice and prepare a report on the results.
<b>Electives at Level 4</b>
Three credits of electives will be chosen by students and may include courses that are related to this interdisciplinary field in the social sciences, sciences, health sciences, or business, or courses that involve personal interests including language and arts courses.
<b>Required:</b> None.
<b>Discretionary:</b> One course (3 credits) at the 200 level or higher in a theme that relates to the student's personal interests.

## **Advanced Certificate in Return to Work (ACRTW)**

### **Curriculum by Course, Level and Prerequisites – ACRTW**

<b>INTRODUCTORY COURSE</b>
<b>WHDM 208 The Field and Practice of Disability Management (3 credits)</b>
This course is designed to introduce students to the foundations of Disability Management based on the current guidelines and principles of practice. It will provide students with a broad understanding of the field of disability management, the approaches that are employed in returning a worker with a disability to a job, and the interaction between the disability management program and a range of internal and external stakeholders. It will introduce students to relevant research from a broad range of disciplines including disability management, social work, occupational therapy, ergonomics, mental health, occupational health, case management and business trends.
<b>LEVEL 1</b>
<b>WHDM 107 Disability, Work and the Law (3 credits)</b>
The legal underpinnings of Disability Management established in international treaties, national, federal and provincial law and regulation will be explored in this course. Workplace practices that are commonly governed by statutes and regulations in most jurisdictions and the issues and rationale underlying the legislation will be analyzed. Common provisions developed in response to workplace issues and the legislative requirements that underpin the source or cause of the workplace disability, the legal boundaries within which employers and unions are required to operate, and the requirements on the employee will be compared. Students will examine the specific employment and workplace legislation in their own jurisdictions, the regulations through which the legislation is implemented, and how these affect organizational practices. Processes related to identifying, measuring and mitigating risks to health and safety will be explored.
<b>LEVEL 3</b>
<b>WHDM 302 Physical Impairments and Work Retention (3 credits)</b> (Prerequisite: WHDM 208)
This course is designed to provide students with an understanding of physical disabilities, their impact on work activities, and how workers can be accommodated to mitigate the effects of work disability.
<b>WHDM 305 Interviewing Skills for Helping Professions (1.5 credits)</b> (Prerequisite: WHDM 208)
This course offers an introduction to interviewing techniques that are effective in a workplace health context. Participants will explore and demonstrate communication skills that they can use to uncover challenges and opportunities and develop effective responses to both. Models of helping, and the potential and limitations of the helping role, will be explored.
<b>WHDM 307 Mental Health Conditions and Work Retention (3 credits)</b> (Prerequisite: WHDM 208)
The purpose of this course is to develop an understanding of adverse mental health conditions in general, and from a workplace perspective. Students will examine the concept of mental illness and explore common mental health impairments, including their impact on the workplace, potential treatments, and strategies for retention and return to work.
<b>WHDM 309 Job Analysis, Assessment Reports, and Accommodation Technology (3 credits)</b> (Prerequisite: WHDM 208)
The purpose of this course is to provide students with the theoretical and practical background to identify and record job demands, interpret assessment reports, determine when there is a mismatch between individual capacity and job demands, and eliminate these through accommodation planning.
<b>LEVEL 4</b>
<b>WHDM 401 Ergonomics (3 credits)</b> (Prerequisites: WHDM 302 and WHDM 307)
This course introduces students to the scope of ergonomics and the application of ergonomic principles to work organization. It includes an overview of concepts and related theory and ergonomic assessment processes, and the identification and application of solutions.
<b>WHDM 403 Case Management and Service Coordination (Part 1) (1.5 credits)</b> (Prerequisite: WHDM 208)
The purpose of this course is to introduce students to case management and service coordination from both a general and a return to work focus. This is the process whereby one individual acts as a central liaison and facilitator for the delivery to clients of a range of services, including services that can facilitate a return to work. Models of case management will be examined and key challenges explored.

<p><b>WHDM 405 Ethics and the Workplace (3 credits)</b> (Prerequisite: WHDM 403)</p>
<p>This course will introduce students to the field of ethics, the role of professional and workplace ethics, and the application of ethics to workplace health issues.</p>
<p><b>WHDM 406 Case Management and Service Coordination (Part 2) (3 credits)</b> (Prerequisite: WHDM 403)</p>
<p>The skills and knowledge required for case management and service coordination are examined in detail, along with problem solving processes used in complex situations. The client's role as the centre of the process will be explored. Students will also consider issues related to diversity, lack of client commitment to the process, and ethics and law.</p>
<p><b>WHDM 408 Workplace Insurance and Benefits (3 credits)</b> (Prerequisite: WHDM 208)</p>
<p>Students will explore the types of workplace insurance that are commonly available, along with questions about how insurance is funded, how benefits are calculated, and who provides the insurance – whether private, public or some combination of the two. Participants will be expected to apply concepts to their own jurisdictions.</p>