



PACIFIC COAST UNIVERSITY  
FOR WORKPLACE HEALTH SCIENCES

# ACADEMIC CALENDAR 2019-2020

# Academic Calendar 2019-2020

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## **GENERAL**

The Bachelor of Disability Management program 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).

## **HISTORY AND INTRODUCTION TO THE UNIVERSITY**

Welcome to Pacific Coast University for Workplace Health Sciences (PCU-WHS). Founded in 2007 through an Act of the government of British Columbia through the legislature (the Pacific Coast University for Workplace Health Sciences Act, SBC, 2007), PCU-WHS is a non-profit, special purpose university headquartered in Port Alberni, British Columbia. The University is a statutory, degree granting post-secondary teaching and research institution. The special purpose and mandate of PCU-WHS is for the creation and dissemination of education and research including applied research in the fields of return to work and disability management, workplace safety, health promotion, comprehensive rehabilitation and disability leadership studies.

The governance structure of the University is bi-cameral. The two governance bodies are: The Board of Governors and the Academic Council. The Board of Governors is responsible for the overall management, administration and control of the property, revenue and business 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 and Academic Council is specified in the Act.

The University also has an International Research Advisory Council appointed by the Board of Governors which provides advice and collaboration assistance 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.

## **Relationship to the National Institute of Disability Management and Research (NIDMAR)**

PCU-WHS is a university that is deeply embedded in its roots. Those roots are based in the National Institute of Disability Management and Research (NIDMAR). Founded in 1994, NIDMAR is a unique organization with a tripartite, collective commitment of members from employers, workers and government agencies across Canada to identify and implement institutional solutions which focus on reducing the economic and social costs of disabilities. The University has embraced this tripartite commitment and approach in its mission, goals and values.

Since its inception, 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. This program is now being delivered through PCU-WHS.
- Participation in a nine-country study undertaken by the International Labour Organization (ILO) 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 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 Certified Disability Management Professional (CDMP) and Certified Return to Work Coordinator (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.
- The organization and hosting of the first International Forum on Disability Management (IFDM), an event that is now hosted 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 licensed in 64 countries
- Lead the creation of Guidelines on Return to Work and Reintegration, through an agreement with the International Social Security Association (ISSA), a United Nations based organization, for its 330 plus members in 158 countries.

For more on the history of NIDMAR and PCU-WHS, please visit the websites:

NIDMAR – [www.nidmar.ca](http://www.nidmar.ca) PCU-WHS – [www.pcu-whs.ca](http://www.pcu-whs.ca)

## **Today**

We invite you to study and do research with PCU-WHS on the conditions and means through which the health and safety, work capacity and well-being of people in the workforce are enhanced, maintained, supported or diminished.

As a new institution, we seek to promote scholarly excellence in the field of workplace health sciences through teaching and research. We strive to pass on to our students diverse educational perspectives to meet the ever-evolving social challenges related to the workplace environment.

We offer a unique integrated academic curriculum that includes input from business, industry, labour and government both nationally and internationally. We utilize an interdisciplinary approach to the study of contemporary issues in workplace health sciences through an applied focus including the fields of Disability Management, Occupational Health and Safety, Wellness Promotion, Human Resources Management, and Rehabilitation.

## **MISSION STATEMENT**

The University is a statutory not-for-profit post-secondary degree granting education and research institution for the special purpose of creating and disseminating 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.

## **VALUES**

The primary values inherent in this University are a strong commitment to a safer work environment, and the integration of disabled workers into the workforce through advanced education and research knowledge.

PCU-WHS embraces the principles of Honesty, Trust, Fairness, Respect and Responsibility. The policies, procedures and practices of PCU-WHS are together intended to foster an environment which inculcates and strengthens these fundamental values for members of the University Community.

## **GOALS AND OBJECTIVES**

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.

## STATEMENT OF RESPONSIBILITY

The PCU-WHS Academic Calendar is published online as a PDF document available for download. The University reserves the right to amend the contents of the Academic Calendar from time to time without prior notice. The University makes every endeavour to ensure that the information in the Academic Calendar is accurate at the time of publication. However, the ultimate responsibility for verifying the accuracy of such information rests with the student alone.

## IMPORTANT DATES 2019-2020

PCU-WHS welcomes applications for admission to the BDM and ACRTW at any time. However, students are encouraged to submit their application for admission and related documentation as early as possible to ensure that their application can be processed before the start of the semester in which they would like to begin their program of studies.

Registration 2019-2020	Registration Opens	Registration Closes
Fall Trimester 2019	June 1, 2019	August 31, 2019
Winter Trimester 2020	October 1, 2019	December 21, 2019
Spring/Summer Trimester 2020	February 1, 2020	April 19, 2020

Course Delivery 2019-2020	Start Date	End Date*
Fall Trimester 2019	September 9, 2020	December 1, 2019
Winter Trimester 2020	January 6, 2020	March 29, 2020
Spring/Summer Trimester 2020	April 27, 2020	July 19, 2020

*\*Final assignments may be due one or two weeks following the end date of course delivery*

## ADMISSIONS

There are two application processes for admission to the University – General and Flexible. Students who successfully apply and meet all of the criteria under one of the two application processes will be admitted to the University. Students who have not met the requirements for admission under either the general or flexible admissions policy will not be admitted to the University and will be informed that they have not been admitted.

In order to facilitate and ensure the University commitment to excellence in teaching and research, scholarship and service to students and the broader community and in recognition of the likelihood that applicants will be adult learners, the University will employ a Flexible Admissions policy. We welcome adult students who may not have completed secondary education but have through work experience demonstrated learning achievements. For students applying through Flexible Admissions this means that the University will base 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 will assess the required academic or other requirements to apply for a specific program and, where deemed necessary, the eligibility of the student to study in Canada.

Admission decisions are made on a first-applied, first-admitted basis for qualified applicants, using the date by which applicants have met all of the admissions requirements.

### Bachelor of Disability Management (BDM) General Admissions

The General Admissions procedure, for applicants who have graduated from secondary education at an equivalent level to Canadian High School Grade 12, including English (Grade 12 with a grade of C), Mathematics (Grade 11) and Science (Grade 12); or at least one year (24 credits) of successful university level

study at another institution; or who are applying through a block transfer agreement; or who have a current CDMP or CRTWC designation, requires an applicant to submit a portfolio that consists of:

- Personal details;
- Personal profile that includes a written statement by the prospective student of reasons for seeking admission;
- Submission of a portfolio detailing the prospective student's academic and other achievements and evidence of the capacity to complete university at a degree level;
- Official Transcripts from either the applicant's secondary institution of graduation or Official Transcripts from the applicant's post-secondary institution of study.

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

Applicants who do not qualify under the General Admissions Procedure may apply through the Flexible Admissions Procedure. The Flexible Admissions application consists of the following:

- Personal details;
- Personal profile that includes a written statement by the prospective student of reasons for seeking admission;
- Submission of a portfolio detailing evidence of the capacity to complete university at a degree level.

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

### **University Studies**

PCU-WHS offers a variety of options for students who wish to take an academic credit course. For instance, professionals from a broad range of disciplines may wish to register for an academic credit course for continuing professional education as mandated by a regulatory or professional association. Many of our courses will meet ongoing professional education needs of health, rehabilitation, insurance, safety and social services professionals. Academic courses at PCU-WHS offer both conceptual knowledge and leading edge research to support evidence-informed application in practice domains related to work integration, retention, creation of safe work environments and advances in collaborative service delivery in disability management. Our specialized courses may also be of interest as electives for students enrolled in higher education in other universities or colleges in related health studies, social or psychology studies, occupational safety, disability or labour studies, social protection studies, apprentice or skilled trades programs and business studies. Others may take academic courses that may be of interest or as a preliminary step toward one of our degree programs.

### **Admission for University Studies**

For admission into University Studies education courses (academic credit courses in the Bachelor of Disability Management degree) applicants who have graduated from secondary education at an equivalent level to Canadian High School Grade 12 or have a Certified Disability Management Professional (CDMP) or a Certified Return to Work Coordinator (CRTWC) designation or a post-secondary degree can apply to take academic credit courses (in the Bachelor of Disability Management degree) to a maximum of 9 credits. University Studies applicants who do not have a CDMP or a CRTWC designation are required to provide information on previous secondary or previous or current post-secondary status.

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

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

- Personal details;
- Personal profile that includes a written statement by the prospective student of reasons for seeking admission;
- An academic profile with Official Transcripts from the applicant's previous degree at Bachelor level;
- If available, a description of relevant work experience;
- Copies of certificates of training.

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

Applicants who have not completed an undergraduate degree can apply to the ACRTW using a flexible admissions procedure. The purpose of the flexible admissions route is to provide applicants with an opportunity to demonstrate that they have undertaken formal and informal learning at a level comparable to university undergraduate study in the course of their careers. This can include academic and professional education, scholarship, research and innovation.

The flexible admission procedure for the ACRTW requires the applicant to submit a Portfolio that consists of:

- Personal details;
- Personal profile that includes a written statement by the prospective student of reasons for seeking admission;
- Evidence of academic knowledge and skills such as academic courses completed or training and professional education and / or work experience in which scholarship, research, innovation and development activities were carried out;
- A folder of evidence of high credibility supported by third party authentication including employment experience, and / or published papers or formal presentations and / or other relevant evidence of academic ability;
- A profile of work experience relevant to workplace health sciences.

### **Prior Learning Assessment and Recognition (PLAR)**

Prior Learning Assessment and Recognition (PLAR) is a process of evaluating work experience by a qualified specialist and expert in the relevant field. Prospective students who wish to apply for PLAR are asked to contact the University for information and assistance in developing a portfolio for evaluation.

PLAR methodology includes work experience, independent reading, volunteer work, or other relevant activities. It is based on documentation that provides authenticated evidence of learning and students must demonstrate learning at a level of achievement equivalent to students who have successfully completed the specific course for which credit is being requested.

PLAR is available for all specialty and elective courses and PLAR credits are only granted on the basis that applicants meet all of the learning objectives of a course. Partial credits are not granted.

Students must be admitted to the University prior to applying for any PLAR credits.

At the admission stage, an applicant should indicate the courses for which they intend 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 they indicated an intention to request PLAR credits. The completed 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.
- 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 the 25 modules in the Online Return to Work Coordinator Program previously offered by NIDMAR or the 25 modules in the Disability Management Practitioner Certificate Program within 3 years or who have current CDMP or CRTWC Certification should refer to admission under the Professional Designation Pathway on page 25.

All other PLAR credit requests will be charged the PLAR credit fees.

A period of minimally 8 weeks is required to process a PLAR request. PLAR will be assessed by an instructor or faculty member who is an expert in the subject area.



## International Students

International students who wish to apply to the University who are high school graduates can apply through the General Admissions policy. Students who do not meet the requirements of the General Admissions policy may apply through the Flexible Admissions policy.

International applicants, meeting all other University admission requirements, must also provide evidence of proficiency in English. A list of ways that English language proficiency can be demonstrated is provided below:

- 4 consecutive years in secondary English in an English-speaking country;
- BC English or Literature 12 or Canadian equivalent;
- Completed international baccalaureate;
- A degree or diploma from a post-secondary institution in an English-speaking country;
- First year of Canadian university English with a grade of C or better;
- Canadian Academic English Language Assessment (CAEL) at level 60 or higher;
- International English Language Testing System (IELTS) at level 6.5 or higher;
- Michigan English Language Assessment Battery (MELAB) at level 80 or higher;
- Test of English as a Foreign Language (TOEFL) internet at level 83 or higher;
- Test of English as a Foreign Language (TOEFL) paper test – at least 50 each for Reading, Listening and Writing.

Students who require a study permit may be conditionally accepted to the University. Conditions include meeting all other University admission requirements.

Proof of Permission to Study in Canada requires a visitor's visa or a study permit, depending on the length of stay, as outlined on the Canadian Government *Study in Canada* website.

## Application Fee

All applicants applying to the University must pay a non-refundable application fee and complete the University application process as outlined on the University's website. 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.

## Admissions

The University will review the application to determine if the applicant is Qualified, Conditionally Qualified or Not Qualified. All applicants who have met the University's entrance requirements prior to the close of Registration will be offered a seat if one is available and have 21 days to accept the offer by returning a signed copy of the student enrollment contract.

Conditionally Qualified Applicants will be given a timeline 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.

## Student Declaration and Responsibility

Upon registering for a course, a student has initiated a contract with PCU-WHS and is bound by the following declaration:

*"I hereby accept and submit myself and agree to be bound by the academic and other policies, regulations, procedures, fees and other conditions as set out in the PCU-WHS Academic Calendar as amended from time to time and as recorded in the Course Outline and Syllabus for any specific course offered by PCU-WHS in which I enroll."*

The student declaration is important. It imposes obligations on students and affects rights and privileges. You must not enroll as a student with PCU-WHS if you do not agree to become bound by the declaration. By registering in courses at PCU-WHS, you agree to the declaration above and agree to become bound by it.

Students are required to inform themselves of the policies, procedures, rules and regulations of the University and to any amendments. For more information please contact the Office of the Registrar or visit the Policy area of the website: <https://www.pcu-whs.ca/programs/policies-and-procedures/>

## **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 Academic Calendar provides information about programs and courses that are being offered. Further information about program regulations or requirements is available from the Office of the Registrar.

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.

## **Provisional Registration**

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, and
- sets reasonable deadlines for students to provide proof.

Students may be permitted to register provisionally if the Registrar cannot reasonably check the course requisites.

## **STUDENT LEARNING PLAN**

Each student receives an individualized learning plan which outlines the courses they will need to complete in order to satisfy the requirements of a certificate, diploma or degree at PCU-WHS. The plan reflects the student's 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 learning plan will identify appropriate electives which can be accessed through the articulation agreements that PCU-WHS has established with collaborating universities and colleges. 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.

## **Full-Time Students**

For the purpose of Canada Student Loans, PCU-WHS accepts the definition of a full-time student to be minimally 3 courses (totaling 9 credits) per trimester or 18 credits in a calendar year.

## **Course Load Limit**

Unless otherwise defined by a Program, normally a full course load for an undergraduate student is not more than five courses or 15 credits per trimester. Students may not enroll in more than five courses or 15 credits per trimester without approval from the Chief Academic Officer or designate.

## **Student Identification Numbers**

Each student is assigned a student number upon application for admission to PCU-WHS. Each student is issued only one student number which is included on all of the student's files, including all statements of examination results and on the student's record in financial and registration services.

## **TUITION AND FEES**

Tuition and fees are payable by the date of registration.

Upon application to the University, students are required to pay a non-refundable application fee which will be applied towards 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 application fee returned if they can demonstrate extenuating circumstances.

<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
Prior Learning Assessment and Recognition (PLAR) Credits	
PLAR Credit Fees for Elective Credits and Specialized Credits	50% of the cost of the credit course
Graduation Fees	
Bachelor of Disability Management	\$85.00
Advanced Certificate in Return to Work	\$50.00
Challenge Exam Fee	\$100.00 per credit

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 after the start of the course, the University will refund the course tuition less the non-refundable application fee and charge an administration fee of \$75.00 per course. Students may have their tuition fees reimbursed 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.

The University reserves the right to change its tuition and other fees from time to time.

#### **Cancellation for Non Payment of Tuition**

Students who fail to pay or make arrangements to pay by the deadline will be de-registered. A reinstatement process may be available and a fee will be charged for reinstatement.

#### **Cancellation of a Course or Program by the University**

In the case of a 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.

#### **COURSE PREREQUISITES**

A course prerequisite is a requirement for certain courses which normally are necessary to complete prior to registration in the course for which it is required. Students who wish to have a waiver for a particular course prerequisite must have signed permission from the instructor or faculty member and the Registrar. Students with a waiver must still meet the University residency requirements for the degree as well as all other requirements for the degree.

#### **REQUIRED COURSES**

Required courses are courses that must be completed as a requirement of the degree.

#### **PROGRAM INFORMATION**

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.

#### **GENERAL ATTENDANCE**

Students are expected to attend scheduled classes and participate in all course requirements. The University reserves the right to cancel any student's registration in a course or program of study due to lack of attendance.

## **COURSE DELIVERY**

BDM courses are delivered fully online on a trimester basis. Students require a computer, an internet connection (high-speed internet is recommended), and internet browser software to participate in the courses. Ideally students will have a computer with a sound card and speakers to listen to course videos and audio. All courses require a word processing application such as Microsoft Word. Individual courses may have additional software requirements. Technical assistance is available for all courses.

Courses are instructor-led, group-based, and structured around weekly sessions. Three credit and 1.5-credit courses usually last for 12 weeks and 6 weeks respectively. Students are given the first part of the week to finish the required readings. The last half of the week is often dedicated to online discussion exercises or the completion of an assignment. Students are expected to spend about 8 hours per week on one course, including approximately 4 hours on the required readings and 4 hours on either a discussion exercise or a weekly assignment. Course discussions are facilitated by a faculty member and include student-student and student-faculty interaction. Final assignments are due 1 or 2 weeks after the end of the course.

Most course resources are accessed on the course website. However, some courses require students to also purchase a textbook. Online course materials include study guides, required readings, academic journals, government publications, links to web articles, supplemental resources, audio, and video. Course activities and student assessments include online quizzes, online discussion exercises, and individual assignments. For further information and clarification, please contact Student Services.

## **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 recognized post-secondary institutions will be considered through block or transfer credit processes. Transfer credit must be approved by the Chief Academic Officer.

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 PCU-WHS official transcript will indicate the transferable courses and the number of credits for which transfer credit is granted. Credits will be calculated based on a normal 3 credits per 1 trimester course from a university, college or institute. Courses that do not conform with the 3 credit per 1 trimester system will be evaluated on a case by case basis.

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. Students who have completed the 25 modules in the Online Return to Work Coordinator Program or the 25 modules in the Disability Management Practitioner Certificate Program within 3 years or who have current CDMP or CRTWC Certification will be granted block transfer credit for the following specific courses:

- WHDM 201: Introduction to Disability Management and Return to Work
- WHDM 204: Introduction to Human Resources
- WHDM 301: Communication in the Workplace
- WHDM 309: Job Analysis, Assessment Reports, and Accommodation Technology
- WHDM 312: Management Skills for Workplace Health Science

PCU-WHS has transfer agreements with a number of educational institutions including:

- Academy Canada (*under review*), NL
- Bow Valley College, AB
- Lethbridge College, AB
- North Island College (NIC), BC
- Sheridan College, ON
- Vancouver Island University (VIU), BC

## **RESIDENCY REQUIREMENTS**

In order to earn a PCU-WHS 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.

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

## **COURSE AUDIT**

Individuals who wish to audit a course must register as an audit student. Auditing a course is attending a course for personal reasons and not for credit.

Individuals who wish to audit a course must obtain a letter of permission from the course instructor or faculty member and provide it to the Registrar.

The student and the instructor or faculty member should agree (preferably in writing) on the expectations for a successful auditing of a course including requirements for attendance and levels of participation in class activities.

An audit student must pay the full cost of tuition fees for the course or courses.

Once a student has audited a course, the course is not open to PLAR and the student cannot use the course to satisfy admission, requisite or course requirements.

If an audit student subsequently requires an audit course for credit, the audit student must re-register in the course at the next appropriate start date and successfully complete the assignments and exams for that course.

An audit student will be given an "AU" grade for courses in which a student is registered as an audit student and no credit will be awarded for that course.

## **COURSE CHALLENGE**

In appropriate circumstances, the University will permit a student to challenge a course by examination for students who have fulfilled study equivalent to requirements for a course at the University.

Course challenge is the prerogative of the University and must have the approval of the University instructor or faculty member and the Chief Academic Officer or designate.

- A student is not permitted to challenge a course previously failed.
- A student may not challenge a course more than once.
- A course challenge is suitable for students currently registered with the University.
- Students considering challenging a course are urged to obtain permission prior to commencement of classes.
- The instructor or faculty member will set the examination requirement(s) to be met for successful course challenge.
- The instructor or faculty member will set appropriate grading standards for a course challenge.
- A course challenge is not permitted for a course for which credit has already been obtained at the University or through transfer credit.
- The Prior Learning Assessment and Recognition Policy applies to a course challenge.

- A student may appeal a course challenge decision to the Academic Student Appeals Committee.

## **COURSE WITHDRAWAL**

The University will permit a student to withdraw voluntarily from a course in progress without academic penalty at any time before the student has completed less than 50 percent of the duration of the course or the mid-term assignment.

A student may withdraw from a course by notifying the Registrar's office in writing.

The effective date of a notice of course withdrawal is the date the written notification was received by the Registrar's office.

If a student voluntarily withdraws from a course during the voluntary withdrawal period, the Registrar will mark the student's academic record with a notation of "WD" and this course will not be considered when calculating the student's Grade Point Average (GPA).

If the effective date of a notice of course withdrawal is after the voluntary withdrawal period, the Registrar will mark the student's academic record with a notation of "W" and assign an academic penalty (a grade point of 00) for the course. 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 voluntary withdrawal period with the approval of the Registrar. Late withdrawals may be considered up to one year from completion of the course or program.

A student may appeal a course withdrawal related decision to the Academic Student Appeals Committee.

## **GRADE SCALE**

**Letter Grades** mean the following:

<b>Letter Grade</b>	<b>Numerical Grade</b>	<b>Grade Point Equivalent</b>	<b>Comment</b>
A+	90 - 100	4.33	Excellent
A	85 - 89	4.00	Excellent
A-	80 - 84	3.67	Excellent
B+	76 - 79	3.33	Very Good
B	73 - 75	3.00	Good
B-	70 - 72	2.67	Good
C+	64 - 69	2.33	Satisfactory
C	60 - 63	2.00	Satisfactory
C-	55 - 59	1.67	Poor
D	50 - 54	1.00	Poor
F	0 - 49	0.00	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.
VAI	Violation of Academic Integrity	If a student has previously violated forms of academic integrity, the student may be given an "F" with the designation "VAI" on the transcript.

## Grade Point Average

It is the policy of the University to calculate the Grade Point Average (GPA). The GPA for each trimester and the cumulative GPA for all courses completed to date are recorded on the student's official transcript.

## Verification of Grades and Grade Point Averages

Students are encouraged to verify their grades and grade point averages at the end of each trimester in which they have taken courses. Any problems should be drawn to the attention of the Student Services & Records Coordinator within one month of the end of the trimester by email to [education@pcu-whs.ca](mailto:education@pcu-whs.ca)

Students can view their **unofficial transcript** through their My PCU-WHS account. To access your My PCU-WHS account, please go to [www.pcu-whs.ca](http://www.pcu-whs.ca) and click on the My PCU-WHS link in the top right hand corner. Log in using your PCU-WHS credentials. To view your unofficial transcript, please click on the "Transcript" link from your "Current Registrations" tab.

## Calculation of Grade Point Average

A student's Grade Point Average is the Weighted Average of the grades awarded to the student by PCU-WHS for a specified period.

In order to calculate an average grade, PCU-WHS assigns a Grade Point Equivalent to each Letter Grade awarded to a student.

Letter grades are awarded on a scale ranging from a low of **F** to a high of **A+**

Similarly, Grade Point Equivalents fall on a scale from a grade point of 0.00 (assigned to an F) to a grade point equivalent of 4.33 (assigned to an A+).

The Table below shows the Grade Point equivalent for each Grade on the PCU-WHS grading scale.

Grade	Grade Point Equivalent
A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D	1.00
F	0.00

A student's trimester Grade Point Average is the weighted average of all Grade Points Equivalents assigned for all courses completed at PCU-WHS during a specific trimester.

A student's Cumulative Grade Point Average is the weighted average of all Grade Points assigned for all courses completed to date at PCU-WHS.

*Weighted* average means that when calculating a Grade Point Average, the Grade Point assigned to the grade in a specific course is weighted by the credit value of the course. That is, a Grade Point assigned to the grade in a 3-credit course carries twice the weight of a Grade Point assigned the grade in a 1.5-credit course. For example, a Grade Point assigned to WHDM 307 (a 3-credit course) carries twice the weight of a Grade Point assigned to WHDM 305 (a 1.5 credit course).

### **Example of Grade Point Average Calculation**

The Table below illustrates the calculation of Grade Point Average for four courses completed in a trimester.

The formula for calculating Grade Point Average is:

The sum of the Weighted Grade Point Equivalent values of the student's Grades achieved in all courses during a specific period (e.g. a trimester) divided by the total number credits attempted during the period.

Grade Point Equivalents are weighted by the number of academic credits of the course for which a Grade Point Equivalent is assigned.

For a given period:  $GPA = \text{Sum (Weighted Values of each Grade Point Equivalent)} / \text{Sum (credits attempted)}$ . In this case, during the trimester, the student attempted 10.5 credits for a total weighted Grade Point Equivalent of 37.98. Therefore the Grade Point Average is  $37.98 / 10.5 = 3.62$

To calculate Cumulative Grade Point Average, the same calculation would be used except that it would include all grades and Grade Point Equivalents to date.



Column A	Column B	Column C	Column D	Column E	Column F
Course	Grade	Grade Point Equivalent	Total Credits Earned during the Trimester	Weighted Value (Credits X Grade Point)	Grade Point Average
WHDM 305	A	4.0	1.5	6.00	
WHDM 307	B+	3.33	3.0	9.99	
WHDM 405	B	3.00	3.0	9.00	
WHDM406	A+	4.33	3.0	12.99	
Total			<b>10.5</b>	<b>37.98</b>	Column E / Column D
		Grade Point Average			<b>3.62</b> <b>(37.98 / 10.5)</b>

If a student repeats a course, only the highest grade received for the course will be used in calculating Cumulative GPA.

Credit awarded for any form of Credit for Prior Learning (transfer credit, challenge credit, portfolio assessment) or grades for which no Grade Point is assigned (I, WD, W, AU, AEG, DEF, VAI) are not included in the calculation of a GPA.

Grades awarded by another institution under a letter of permission from PCU-WHS are considered to be transfer credits and are not included in the calculation of a GPA.

### Official Transcripts

Students can view and print their **Unofficial Transcript** at any time through their My PCU-WHS Account. Students requiring **Official Transcripts** can request an Official Transcript Request form by contacting the Registrar's Office. Official transcripts are mailed directly from the Registrar's Office to the addressee indicated on the Official Transcripts Request form.

### Academic Warning and Academic Probation

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

Students registered in any number of credits who earn less than an average of 2.00 (C- or D) over two trimesters combined will be placed on probation when they register next. To have probationary status removed, students must obtain a GPA of 2.00 (C) or better at the end of the probationary year. If a student's GPA is below 2.00 (C) at the end of a probationary year, they will be prohibited from re-registering in any University undergraduate programs at the University in the next year.

## STUDENT SERVICES

### Academic Advising

PCU-WHS has both instructors and faculty assigned as student advisors in academic matters and support personnel who are qualified to assist in more personal issues. Initially, the Office of the Registrar will be the student point of contact.

### 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**

PCU-WHS provides access to a comprehensive online library. The library is provided and maintained by EBSCO Information Services, a well-known provider of academic library products and services. The online library includes access to:

- HR Source which includes more than 260,000 full-text records and complete coverage of more than 100 journals. Topics include employee recruiting and retention, employee benefits and compensation.
- Academic Search Elite, which includes approximately 1,600 active full-text journals and magazines (1,300 active full-text peer-reviewed journals). Academic Search Elite covers all major academic disciplines and is a rich source of full-text journals and abstracted and indexed journals.
- Business Source Elite, which includes 600 active full-text journals and magazines, 350 of which are active full-text peer-reviewed journals.
- Online Search Tools: in addition to the specific databases described above, the EBSCO application also offers a variety of research tools.

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

For students taking courses on campus, there is an onsite 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 of British Columbia.

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 for students with temporary disabilities on a case by case basis.

## **ACADEMIC COMPLAINTS AND APPEALS**

The University recognizes that concerns can arise from time to time with regard to academic issues. A student may make a complaint or appeal a decision respecting academic performance that affects grades or standing. A student may also make a complaint respecting quality of instruction.

Academic performance includes student evaluation, attendance, placement, transfer, accommodation of disability, admission, course challenge, course requisites, prior learning assessment and recognition, course load, course withdrawal or any other decision made by an instructor or faculty member or committee affecting grades or standing, providing the complaint or decision being appealed was made or was purported to be made on academic grounds.

When a student has a concern or complaint respecting academic performance, the procedures to be followed are stated under the Steps in the Investigation Process for Academic Complaints and Appeals.

## **Steps in the Investigation Process for Academic Complaints and Appeals**

1. When a student has a concern or complaint respecting academic performance about the following issues, they must first informally approach the course instructor or faculty member to seek resolution: student evaluation, attendance, placement or other decisions made by an instructor or faculty member or committee member affecting grades or standing providing the complaint or decision being made was made or was purported to be made on academic grounds.
2. Complaints about the quality of instruction should be directed to the Chief Academic Officer (CAO). Contact information for the CAO may be obtained from the Office of the Registrar.
3. When a student has a concern or complaint respecting academic performance about the following issues, they must first informally approach the Office of the Registrar to seek resolution: accommodation of disability, admission, course challenge, course prerequisites, prior learning assessment and recognition, course load or course withdrawal.
4. If the student accepts the resolution to the matter, the matter will be deemed to be closed.
5. The instructor, faculty member or the Office of the Registrar will notify the Chairperson of Academic Student Appeals of the resolution.
6. If the student does not accept the resolution of the matter, the Chairperson of Academic Student Appeals will meet with the student and try to resolve the matter. The meeting will normally be online and the student may request and will be granted the right to have a third party, such as a peer, present at the meeting and advise the Chairperson of Academic Student Appeals in advance. If the student accepts the resolution of the matter, the matter will be deemed closed. If the student does not accept the proposed resolution of the matter, the student can appeal to the Academic Student Appeals Committee through the filing of a formal written application to the Office of the Registrar.
7. The Chair of the Academic Student Appeals Committee will be the Senior Academic Officer who will convene the committee to review student appeals and the decision of that committee shall be final. All material concerning the allegations will be forwarded to the committee including the student's formal appeal.
8. The Committee will be comprised of the following members:
  - The Senior Academic Officer as Chair
  - The Registrar or designate (ex-officio non-voting)
  - 1 instructor or faculty member who has not been involved previously in the current complaint
  - 1 undergraduate student
  - 1 graduate studentAll members of the Academic Student Appeals Committee shall be voting members with the exception of the Registrar or designate from the Registrar's office.
9. The committee may call upon the instructor or faculty member and the Chairperson of Academic Student Appeals to appear before the committee to answer questions of clarification.
10. The student has the right but is not required to appear before the committee to answer questions of clarification. The student has the right to be accompanied by a third party, and is required to give advance notice that a third party will be attending the meeting.

## **ACADEMIC INTEGRITY AND STUDENT RESPONSIBILITIES**

Academic Integrity is a core value of Pacific Coast University for Workplace Health Sciences. Academic Integrity is fundamental to the creation of knowledge and is an essential part of the University's teaching and learning processes. Academic Integrity means being honest in the completion of all academic work. Examples of academic integrity include acknowledging others when using their work or ideas, not representing the work of others as one's own, not cheating on exams or assignments, being honest and forthright when participating in a practicum or other activities of the university, and acknowledging the work of fellow students when collaborating on assignments and projects.

A deliberate breach of academic integrity is considered to be academic misconduct. Penalties for academic misconduct may range from a letter of warning, a reduction in grade, involuntary withdrawal from a course or program through to involuntary withdrawal from the University.

## **Student's Responsibilities**

Students have an obligation to conduct themselves with academic integrity in all aspects of their studies, including particular responsibilities related to learning, research, examination and practicum placements. They are expected to be honest, trustworthy and forthright in all of their academic endeavours. Academic integrity is a standard expectation and highly regarded value in all aspects of academic learning and inquiry.

Students are responsible for developing an appreciation and understanding of academic integrity and for understanding the expectations of their instructors and courses regarding academic integrity.

## **Forms of Academic Wrongdoing**

There are many forms of academic wrongdoing in the field of university learning and research. The following examples are meant to be illustrative and not exhaustive.

### **Plagiarism**

The appropriation of another person's work without proper quotations and citation in references. Representing another person's academic work as one's own. Paraphrasing another person's work without proper acknowledgment and referencing. Plagiarism is considered a serious offence in universities and can result in varied levels of academic punishment including suspension from registration at the University. Plagiarism applies to both electronic and hardcopy materials.

### **Cheating**

Cheating is an act of deception in which a student, by various means, attempts to misrepresent the acquisition of knowledge which the student has not acquired. Cheating includes:

- Using notes or answers illicitly in a testing or examination context.
- Copying from other student's assignments or examination or test.
- Using any materials not authorized during an examination or test.
- Allowing another student to copy your examination or test material or assignments.
- Allowing another student to complete an assignment or write an examination on your behalf.
- Plagiarism as defined above is also a form of cheating.

### **Other Forms of Academic Misconduct**

Include:

- Stealing or buying test material that has not been made public by the University.
- Selling or giving away test material that has not been made public by the University.
- Stealing or buying essays and presenting those as your own work.
- Illicitly changing or being an accessory to the altering of any official transcript or grade.
- Withholding information that is appropriate or supplying incorrect or fraudulent information or documentation in order to obtain an unfair academic advantage or benefit.
- Submitting falsified academic or professional references or untruthfully claiming academic or professional achievements to the University or a third party for whatever reason.
- Impersonation of others with regard to academic achievements or awards.
- 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 the law.

## **Regulations and Procedures for Investigating Violations of Academic Integrity**

When an instructor or faculty member believes that a student has violated academic integrity through an act of academic wrong-doing, the instructor or faculty member will first contact and advise the student that an issue of academic wrong-doing is suspected. The instructor or faculty member will schedule a meeting with the student and present the evidence and allegation in writing with the proposed resolution, and advise the student of the right to appeal. Normally, given that curriculum is primarily delivered online, this will be an online meeting. Students may request and will be granted the right to have the presence of a third party, such as a peer, attend the meeting.

## Steps in the Investigation Process for Investigating Violations of Academic Integrity

1. If it is determined that no violation occurred, the case will be dismissed.
2. If it is determined by the instructor or faculty member that a violation of the academic integrity policy has occurred and that the student has committed academic misconduct, the instructor or faculty member will advise the student of the proposed resolution of the misconduct.
3. Normally, the instructor or faculty member will seek guidance from the Chairperson of Academic Student Appeals before determining appropriate resolution of the matter.
4. If the student accepts the resolution of the matter, the matter will be deemed to be closed.
5. The instructor or faculty member will inform the Chairperson of Academic Student Appeals of the resolution.
6. If the student does not accept the resolution of the matter, the Chairperson of Academic Student Appeals will meet with the student and try to resolve the matter. The meeting will normally be online and the student may request and will be granted the right to have a third party, such as a peer, present at the meeting. If the Chairperson of Academic Student Appeals believes that a violation of academic integrity has occurred and if the student does not accept the proposed resolution of the matter, the student can appeal to the Academic Student Appeals Committee through the filing of a formal written application to the Office of the Registrar.
7. The Chair of the Academic Student Appeals Committee will be the Senior Academic Officer who will convene the committee to review student appeals and the decision of that committee shall be final. All material concerning the allegations will be forwarded to the committee including the student's formal appeal.
8. The Committee will be comprised of the following members:
  - The Senior Academic Officer as Chair
  - The Registrar or designate (ex-officio non-voting)
  - 1 instructor or faculty member who has not been involved previously in the current complaint
  - 1 undergraduate student
  - 1 graduate studentAll members of the Academic Student Appeals Committee shall be voting members except the Registrar or designate.
9. The committee may call upon the instructor or faculty member and the Chairperson of Academic Student Appeals to appear before the committee to answer questions of clarification.
10. The student has the right but is not required to appear before the committee to answer questions of clarification. The student has the right to be accompanied by a third party when attending the meeting and must provide advance notice that a third party will be attending the meeting.
11. If the student has previously committed violations of academic integrity, the committee may determine a different resolution to the matter than the resolution proposed by the instructor, faculty member or the Chair.
12. The following resolutions are within the mandate of the committee:
  - No sanction: There will be no sanctions if the committee determines that no violation occurred.
  - Formal warning: If the committee determines that there has been a violation, the committee may send the letter of formal warning to the student outlining that the behaviour is unacceptable to the University as a response to a first violation. The letter will remain in the student's official file for the duration of the student's studies with the University.
  - Reduction in final grade: The committee may decrease the student's final grade by the percentage of the evaluation material that is relevant to the matter.
  - Failure of Course: The student may be given an "F" or failure in the course. A student may not withdraw from the course in question or receive a refund for the course.
  - Failure of a Course with the Designation Failure due to Violation of Academic Integrity: If the student has previously violated forms of academic integrity, the student may be given an "F" with the designation "VAI".
  - Suspension: If the student is a repeat offender and has repeatedly violated the academic integrity policy, the committee may recommend suspension from the University.

## STUDENT CODE OF CONDUCT

Students at PCU-WHS have an obligation to conduct themselves in a respectful manner with all members of the University community. To view the detailed Student Code of Conduct policy, please contact the Office of the Registrar or visit the Policy area of the website: <https://www.pcu-whs.ca/programs/policies-and-procedures/>

## **HARASSMENT AND THE PREVENTION OF DISCRIMINATION**

The basis for interaction among all members of the University is mutual respect, cooperation and understanding. Harassment and discrimination, as defined by the BC Human Rights Code, violates fundamental rights, personal worth and human dignity.

The University considers harassment and discrimination to be a serious offence that is subject to a range of disciplinary means up to and including suspension from the University.

## **SEXUAL VIOLENCE AND MISCONDUCT**

Pacific Coast University for Workplace Health Sciences is committed to maintaining an environment where faculty, staff, students and others can participate in the activities of the University without fear of sexual misconduct.

The University has zero tolerance for sexual misconduct associated with any of its activities. Acts of sexual misconduct associated with any aspect of the University's activities are prohibited.

It is the responsibility of all members of the university community to contribute to ensuring that the university is free of sexual misconduct.

Any member of the university community who is concerned that they have been the victim of sexual misconduct or has become aware of sexual misconduct in the university community is encouraged to report the matter immediately in order to determine what options are available to address the problem.

## **PRIVACY**

Protecting personal information is one of the University's highest priorities. The University manages the collection, use and disclosure of personal information, uses best practices consistent with British Columbia's Personal Information Protection Acts, SBC, 2003, c. 63 as amended ("PIPA").

In the normal course, the University will inform students 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.

Responsibility for ensuring compliance with the Policy rests with the Registrar.

## **RESEARCH ETHICS**

Students conducting human participant research must comply with the University's policies on human participant research. Students considering research with human participants must work with a faculty member or instructor who will assist the student with compliance under the University's Research policies.

## **STUDENT EVALUATION**

Faculty members or instructors shall provide their students at or prior to the first session of every course an 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 respect to assignments, participation and attendance.

Faculty members or instructors will include information as to whether their courses include final examinations or final assignments in the information of the course outline. Final examinations or final assignments shall not constitute more than 50 percent of the final grade.

## **BACHELOR OF DISABILITY MANAGEMENT (BDM)**

The first degree offered by PCU-WHS is the Bachelor of Disability Management (BDM) which is a degree with an applied focus. It is the first and only degree of this nature and level internationally.

The BDM provides graduates with the underpinning knowledge, skills and competencies for two-fold careers. First, the degree provides graduates with the education and skills to assist absent workers to return to work. As well, the graduates have the training to assist employing organizations, service providers and insurers in the public, private and not-for-profit sectors to introduce and operate effective and responsive Disability Management (DM) and Return to Work (RTW) 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, rehabilitation, case management, union representation, disability services 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 is designed to give students the necessary technical skills and to empower them as leaders in reshaping the approach and systems involving workers with disabilities, injuries, illnesses or health conditions.

The degree is comprised of 120 credits. These include 78 specialized credits related to the area and 42 credits of both required and discretionary electives. Electives can be taken online through our partnering institutions or students may use previously earned credits from one and two year college programs or other university-level credit programs to fill the elective requirements. The degree courses can be completed by program years 1-4, as outlined below and/or can be taken on an individual self-paced approach by working professionals.

**Program Overview of the BDM***WHDM 313: The Field & Practice of Disability Management is a required course for those entering third year*

Year One			Year Two		
<b>Courses</b>		<b>Credits</b>	<b>Courses</b>		<b>Credits</b>
<b>WHDM 102:</b>	Workplace & Workplace Health Sciences	3	<b>WHDM 203:</b>	Disability & Society	3
<b>WHDM 103:</b>	The Body at Work	3	<b>WHDM 206 (310):</b>	Decision Making & Data Analysis	3
<b>WHDM 104:</b>	The Mind at Work	3	<b>WHDM 207 (311):</b>	Case Analysis & Research Methods	3
<b>WHDM 201:</b>	Introduction to Disability Management	1.5	<b>WHDM 209:</b>	Organizational Change & Development	3
<b>WHDM 202:</b>	Introduction to Health & Safety	1.5	<b>ERDM 201:</b>	100+ Level Humanities/Social Science <b>or</b> ;	3
<b>WHDM 204:</b>	Introduction to Human Resources	1.5	<b>WHDM 103:</b>	The Body at Work	
<b>WHDM 205:</b>	Introduction to Workplace Wellness Programs	1.5	<b>ERDM 202:</b>	100+ Level Business <b>or</b> ;	3
<b>ERDM 101:</b>	100+ Level Humanities/Social Science Elective	3	<b>WHDM 211:</b>	Independent Study in a Work Disability Issue <b>or</b> ;	
<b>ERDM 102:</b>	100+ Level Business Elective	3	<b>WHDM 104:</b>	The Mind at Work	
<b>ERDM 103:</b>	100+ Level Health Science Elective	3	<b>ERDM 301:</b>	200+ Level Health Science <b>or</b> ;	3
<b>EDDM 101:</b>	100+ Level Discretionary Elective	3	<b>WHDM 102:</b>	Workplace & Workplace Health Science	
<b>EDDM 102:</b>	100+ Level Discretionary Elective	3	<b>EDDM 201:</b>	100 + Level Discretionary Elective <b>or</b> ;	3
			<b>WHDM 212:</b>	Introduction to Professional Ethics	
			<b>EDDM 301:</b>	100+ Level Discretionary Elective <b>or</b> ;	3
			<b>WHDM 211:</b>	Independent Study in a Work Disability Issue	
			<b>EDDM 302:</b>	100+ Level Discretionary Elective <b>or</b> ;	3
			<b>WHDM 214:</b>	Practicum Preparation & Proposal	
					30
		<b>Total Credits</b>			<b>Total Credits</b>
		<b>30</b>			<b>30</b>
Year Three			Year Four		
<b>Courses</b>		<b>Credits</b>	<b>Courses</b>		<b>Credits</b>
<b>WHDM 301:</b>	Communication in the Workplace	3	<b>WHDM 401:</b>	Ergonomics	3
<b>WHDM 302:</b>	Physical Impairments and Work Retention	3	<b>WHDM 402:</b>	Unions and the Workplace	3
<b>WHDM 303:</b>	Introduction to Vocational Rehabilitation	1.5	<b>WHDM 403:</b>	Case Management & Service Coordination Part 1	1.5
<b>WHDM 304:</b>	Disability Work & the Law	3	<b>WHDM 404:</b>	Economics of Workplace Health Initiatives	3
<b>WHDM 305:</b>	Interviewing Skills for Helping Professionals	1.5	<b>WHDM 405:</b>	Ethics in Disability Management	3
<b>WHDM 307:</b>	Mental Health Conditions & Work Retention	3	<b>WHDM 406:</b>	Case Management & Service Coordination Part 2	3
<b>WHDM 309:</b>	Job Analysis, Assessment Reports & Accommodation Technology	3	<b>WHDM 407:</b>	Conflict Resolution & Negotiation in the Workplace	3
<b>WHDM 312:</b>	Management Skills for WHS	3	<b>WHDM 408:</b>	Workplace Insurance and Benefits	3
<b>EDDM 303:</b>	100+ Level Discretionary Elective	3	<b>WHDM 409:</b>	The Changing Nature of Work	1.5
<b>EDDM 304:</b>	100+ Level Discretionary Elective <b>or</b> ;	3	<b>WHDM 410a:</b>	Final Project Proposal <b>or</b> ;	
<b>WHDM 306:</b>	Applied Research			Practicum Preparation and Sectoral Study	3
<b>EDDM 401:</b>	200+ Discretionary Elective <b>or</b> ;		<b>WHDM 410b:</b>	Final Project <b>or</b> ;	
<b>WHDM 313:</b>	The Field & Practice of Disability Management* <b>or</b> ;	3	<b>WHDM 412b:</b>	Final Practicum	3
<b>WHDM 314:</b>	Practicum				
		<b>Total Credits</b>			<b>Total Credits</b>
		<b>30</b>			<b>30</b>



## **PATHWAYS TO THE BDM**

### **Secondary School Graduates**

Students accepted to the BDM who have graduated from secondary education at an equivalent level to Canadian High School Grade 12 will be assigned a first year standing and will be required to complete Year 1, 2, 3, and 4, for a total of 120 credits. Students will also be required to complete an academic writing requirement as part of the elective requirements for the degree and may elect to take a practicum stream.

### **Post Secondary Students**

Students accepted to the BDM who have completed 30 credit courses or more from another post secondary institution will normally be assigned transfer credits and enter into second year standing. Students will be required to complete all of the specialized credits and some electives for a total of 90 credits. Students may elect in second year to take a practicum stream.

### **Institutional Block Transfer Agreements**

There are two types of pathways for institutional block transfer agreements. 1) Students accepted into the BDM from another post secondary institution with a block transfer agreement of 60 transfer credits or more will normally be assigned a third year standing. Students will generally be required to complete 60 credits in the BDM. Students may elect to take a practicum stream and the required additional prerequisite courses. 2) Students accepted into the BDM from another post secondary institution with a specialized block transfer agreement with less than 60 transfer credits will be assigned a standing and a specified number of credit courses required to complete the BDM on an individual basis. Students may elect to take a practicum stream and the required additional prerequisite courses.

### **Individual Block Transfer**

Students accepted into the BDM, that are not part of an institutional block transfer agreement may be considered for Individual Block Transfer credit for courses and will be assigned a standing and a specified number of credit courses required to complete the BDM on an individual basis. Students may elect to take a practicum stream and the required additional prerequisite courses.

### **Professional Designation Pathway**

There are two pathways for students accepted into the BDM with the professional designation of CDMP or CRTWC. 1) Students who have a current professional designation of CDMP or CRTWC and are accepted into the BDM will receive a block transfer credit for specific specialized courses. 2) Students who have a current professional CDMP or CRTWC designation and 5 years of current and continuous work experience in Disability Management/Return to Work may utilize a Specialized PLAR process. Applicants who are accepted into the BDM may apply for and receive up to 58.5 transfer credits utilizing a specialized PLAR process and assigned a standing and a specified number of credit courses to complete the BDM on an individual basis. Specialized PLAR agreements can be established with employers for all employees with a current professional CDMP or CRTWC designation and who meet the requirement of 5 years of current and continuous work experience in Disability Management/Return to Work.

### **Flexible Pathway**

Students who are accepted into the BDM through flexible admissions will be able to apply for PLAR credits and transfer credits if available. Students will be assigned a standing and the total number of credit courses required to complete the BDM on an individual basis.

## **ADVANCED CERTIFICATE IN RETURN TO WORK (ACRTW)**

### **Stream 1 Canadian Perspective or Stream 2 International Perspectives**

The Advanced Certificate in Return to Work 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. The Advanced Certificate in Return to Work 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 in Return to Work 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 their current position or workplace, 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.

There are two streams of The Advanced Certificate in Return to Work: Stream 1 is focused on Canadian Perspectives and Stream 2 includes International Perspectives on return to work. Stream 1, Canadian Perspectives, comprises 30 specialized credits selected from the Bachelor of Disability Management degree that are specifically related to return to work. Stream 2, International Perspectives, comprises 24 credits selected from the Bachelor of Disability Management degree specific to return to work plus 6 credits that are specific to international issues related to return to work. Students will decide which stream of the ACRTW they wish to register in once they are accepted into the program. Students who decide to complete the full BDM program will receive credit for their studies in the Advanced Certificate in Return to Work.

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. The international courses focus on international policies, international best practices and guidelines, and international systems and organizational issues that shape opportunities for return to work.

### **Entry Pathways to the ACRTW**

Entry criteria to the ACRTW program includes a minimum cumulative grade point average (GPA) of B- and completion of a 3 or 4 year undergraduate degree from a recognized institution.

### **GRADUATION AND THE APPROVAL OF GRADUANDS**

The student needs to apply to graduate. A graduand must pay any graduation fee set by the Board and published in the University Academic Calendar.

The Chancellor, or in their absence the President, will confer on graduands appropriate graduation awards including degrees, diplomas and certificates to which the students have completed all required conditions of graduation.

Graduands must be approved by the Academic Council as having satisfied the academic requirements established by the University for a Graduation Award.

## Course Descriptions

### Bachelor of Disability Management

<b>WHDM 102: The Workplace &amp; 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.
<b>WHDM 103: The Body at Work (3 credits)</b>
The purpose 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 supporting employee health in the workplace. 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.
<b>WHDM 104: The Mind at Work (3 credits)</b>
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 distinguishes between the brain and the mind and explores the meaning of work in our lives. Basic and complex cognitive processes are explored including perception, attention, memory, knowledge, language, problem-solving, reasoning and decision-making. Organizational factors and strategies that lead to good mental health functioning are introduced. It addresses strategies and coping skills that support resilience in the face of stress and the 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
<b>WHDM 201: Introduction to Disability Management (1.5 credits)</b>
The purpose of this course is to provide 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.
<b>WHDM 202: Introduction to Health &amp; Safety (1.5 credits)</b>
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.
<b>WHDM 203: Disability &amp; Society (3 credits)</b>
The purpose of this course is to provide an in depth analysis of the scope and focus of disability policy and legislation from a societal perspective using the UN Convention on the Rights of Persons with Disabilities as a framework. 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 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>
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>
The purpose of this course is to provide 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 206: Decision Making &amp; Data Analysis (3 credits) – Formerly WHDM 310</b>
The purpose of this course is to 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.
<b>WHDM 207: Case Analysis &amp; Research Methods (3 credits) – Formerly WHDM 311</b>
The purpose of this 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.
<b>WHDM 209: Organizational Change &amp; Development (3 credits)</b>
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 211: Independent Study in a Work Disability Issue (3 credits)</b>
The purpose of this course is to explore a workplace health science issue relevant to a work sector. Students will be expected to identify a work sector and a relevant issue such as prevention of injury, disability or promotion of health in the workplace. Students will do a literature review of grey, policy and evidence literature and develop a website to share that organizes knowledge and summaries key information to promote and share the knowledge on a workplace issue within a work sector.
<b>WHDM 212: Introduction to Professional Ethics (3 credits)</b>
The purpose of this course is to provide a foundation of professional ethics as part of preparation for practicum's in the workplace. This is an introduction to professional ethics and a philosophical treatment of ethical principles and ethical theories. The course also looks at the development of applied ethics in contemporary fields, like social work, medicine and healthcare, bioethics, disability management, and human resources. All material is grounded in exercises, initially within the context of reasoning, ethical theory and decision-making and later with more specificity with respect to the field of disability management.
<b>WHDM 213: Independent Case Study in Workplace Health Sciences (3 credits)</b>
The purpose of this course is for students to identify a workplace exemplar and to develop a case study using an appropriate methodology on how a workplace is using best practice or standards to support positive workplace health outcomes.
<b>WHDM 214: Practicum Preparation and Proposal (3 credits)</b> <i>Prerequisite: WHDM 212</i>
The purpose of this course is to prepare students for participation in the practicum stream, including how to conduct oneself appropriately in the workplace; how to search for a practicum; how to write introductory letters and negotiate the duties; how to identify the training required in the workplace; how to write a proposal for practicum processes and how they will be implemented in the third and fourth year of the program; and how to participate in physical or mental health first aid, WHMIS, or other training as appropriate preparation for going on site. Students will propose a project and presentation to be completed in the third and fourth year of the program.
<b>WHDM 301: Communication in the Workplace (3 credits)</b>
The purpose of this course is to 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 302: Physical Impairments &amp; Work Retention (3 credits)</b>
The purpose of this course is 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>
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 304: Disability, Work &amp; the Law (3 credits)</b>
The purpose of this course is to examine the legal underpinnings of disability management established in international treaties, national, federal and provincial law and regulation. 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>WHDM 305: Interviewing Skills for Helping Professionals (1.5 credits)</b>
The purpose of this course is to provide 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 306: Applied Research</b>
Disability management professionals are expected to interpret scientific literature and translate academic knowledge into their professional practice. At times, they may also be involved in primary data collection to answer complex research questions and evaluate the impact of work disability management interventions. This course aims at building real-world competences in the design and implementation of research methodologies within the workplace. Throughout the course, real-life examples from research in the field of work disability will be utilized as examples. This course is designed to build on previous BDM courses, which introduce research methods and statistical analytical techniques. The skills developed in this course include the practical skills and insights required to undertake an independent research project in the final year of the program. The course places a particular emphasis on research that is most relevant to workplace health and disability management such as needs analysis, program evaluation, or implementation research. This course is also relevant to preparing students for additional research training at the postgraduate level.
<b>WHDM 307: Mental Health Conditions &amp; Work Retention (3 credits)</b>
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 &amp; Accommodation Technology (3 credits)</b>
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>WHDM 312: Management Skills for Workplace Health Science (3 credits)</b> <i>Prerequisite WHDM 209</i>
The purpose of this course is to examine the role of a manager, the management environment, and the skills and knowledge required to perform management functions. Students will also explore the application of management functions to workplace programs, including return to work, occupational health and safety and wellness programs.

<b>WHDM 313: The Field &amp; Practice of Disability Management (3 credits)</b>
The purpose of 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 the 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>WHDM 314: Practicum (3 credits)</b> <i>Prerequisites WHDM 214 and WHDM 212</i>
The purpose of this course is to gain 160 hours in the workplace in the field of disability management at an introductory level.
<b>WHDM 401: Ergonomics (3 credits)</b>
The purpose of this course is to introduce 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 402: Unions &amp; the Workplace (3 credits)</b>
The purpose of this course is to provide an understanding of the labour movement international 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 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.
<b>WHDM 403: Case Management &amp; Service Coordination Part 1 (1.5 credits)</b>
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 the 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.
<b>WHDM 404: Economics of Workplace Health Initiatives (3 credits)</b>
The 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.
<b>WHDM 405: Ethics in Disability Management (3 credits)</b>
The purpose of this course is to introduce students to the field of ethics, the role of the Disability Management Professional and the application of ethics to workplace issues. There will be a focus on the CDMP Ethical Standards and Professional Conduct document and how it applies to providing disability management services. The course will cover concept specific information in ethics and examples or points of contact between concept specific information and the disability management profession. Through individual work and group discussions, students will move from obtaining information to potential application in their professional work lives. Students will work through the CDMP Ethical Standards and Professional Conduct document to determine the potential application to disability management services.
<b>WHDM 406: Case Management &amp; Service Coordination Part 2 (3 credits)</b> <i>Prerequisites WHDM 403</i>
The purpose of this course is to examine the skills and knowledge required for case management and service coordination, 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.
<b>WHDM 407: Conflict Resolution &amp; Negotiation in the Workplace (3 credits)</b>
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>
The purpose of this course is to 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 of their own jurisdictions.
<b>WHDM 409: The Changing Nature of Work (1.5 credits)</b>
The purpose of this course is to 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. There will be an emphasis on how the transformation of work in the contemporary world of work impacts upon the field and practice of disability management.
<b>WHDM 410a: Final Project Proposal (3 credits)</b>
<i>Prerequisites: Students must be in the final year of the program</i>
The purpose of WHDM 410a and 410b is to provide students with the opportunity to consolidate their learning in the BDM by developing and implementing a research project under the supervision of a faculty adviser. The student selects a theme or topic in consultation with the supervisor, reviews the relevant literature and generates a working research question. The faculty adviser facilitates the student to focus the research question and to consider the most appropriate approach to exploring it using appropriate research design and methodologies. The project can involve documenting practical experience or critical analysis of workplace health practice at a system, organizational or individual level. In addition to standard qualitative or quantitative research or evaluation designs, both personal practice and single case study designs in collaboration with another person are acceptable. The student produces a structured proposal and formulates a project management plan which is submitted to the PCU-WHS Research Ethics Committee for approval. The proposal is revised based on the feedback from the PCUREC and may be re-submitted if required.
<b>WHDM 410b: Final Project (3 credits)</b>
<i>Prerequisites: Students must be in the final year of the program</i>
Under the supervision of the faculty adviser, the student implements the approved research project plan. This can involve recruiting participants, gaining informed consent and collecting either qualitative, quantitative or case study data. The student prepares the data for statistical analysis or interpretative processing, implements an appropriate data reduction procedure and summarizes the results. Based on the results, the student generates a set of conclusions and recommendations in discussion with the supervisor. The student submits a detailed project report, which includes a reflection on the research process and lessons learnt for future research activities, for assessment.
<b>WHDM 412a: Practicum Preparation and Sectoral Study</b>
This course is designed to develop a student's knowledge and understanding of a workplace health issue relevant to a work sector in which the student wishes to deepen their knowledge and prepare a proposal for a practicum placement in a workplace role under the supervision of a Certified Disability Management Professional (CDMP). Students are facilitated to identify a work sector and a relevant issue such as prevention of injury, disability management, or promotion of health in the workplace. Based on a literature review of grey, policy, and evidence literature, students produce a summary report of current practice and challenges in their selected sector. In parallel, students are assisted to identify a practicum placement opportunity in the domain of workplace health, to agree to the terms and learning objectives of the practicum with a prospective appropriately qualified supervisor, to gain required permissions from the employer and supervisor, and to submit a practicum proposal to the university for approval. Academic performance is assessed based on the quality of the sectoral study and the approved practicum proposal. Students can make a case for undertaking the practicum in their current workplace and job role if they can justify that the activities specified for the practicum genuinely support the acquisition of new knowledge and skills and if they have arranged for an independent and appropriately qualified practicum supervisor.

**WHDM 412b: Final Practicum (3 credits)**

Students can only register for this course once all necessary approvals have been obtained. The normal duration of a practicum is 10 weeks and involves 150 hours. Progress in experiential learning and work performance is monitored by the faculty member through review meetings with the student and the supervisor. It is the student's responsibility to participate in evaluation and review meetings and to produce a written report of the practicum experience on completion of the course. This includes both a mid-term and final evaluation meeting. The practicum supervisor is responsible for providing an induction to the students into the host organization, organizing the practical work duties of the student, and supporting the student's learning experiences. He or she will submit a mid-term and final summary of the student's progress to the faculty member and participate in review meetings with the student and the faculty member. During the practicum, the supervisor is expected to maintain regular contact with the faculty member. The faculty member is responsible for coordinating review meetings and ensuring that academic standards and learning objectives are met. The faculty member grades the student's achievement based on the quality of the practicum reports produced by the student, the evaluation of the practicum supervisor, and student performance and participation in review meetings.

**Advanced Certificate in Return to Work Stream 1 – Canadian Perspectives****WHDM 302: Physical Impairments & Work Retention (3 credits)**

The purpose of this course is 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.

**WHDM 304: Disability, Work & the Law (3 credits)**

The purpose of this course is to examine the legal underpinnings of disability management established in international treaties, national, federal and provincial law and regulation. 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.

**WHDM 305: Interviewing Skills for Helping Professionals (1.5 credits)**

The purpose of this course is to provide 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.

**WHDM 307: Mental Health Conditions & Work Retention (3 credits)**

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.

**WDHM 309: Job Analysis, Assessment Reports & Accommodation Technology (3 credits)**

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.

**WHDM 313: The Field & Practice of Disability Management (3 credits)**

The purpose of 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 the 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.

**WHDM 401: Ergonomics (3 credits)**

The purpose of this course is to introduce 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 &amp; Service Coordination Part 1 (1.5 credits)</b>
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 the 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.
<b>WHDM 405: Ethics in Disability Management (3 credits)</b>
The purpose of this course is to introduce students to the field of ethics, the role of the Disability Management Professional and the application of ethics to workplace issues. There will be a focus on the CDMP Ethical Standards and Professional Conduct document and how it applies to providing disability management services. The course will cover concept specific information in ethics and examples or points of contact between concept specific information and the disability management profession. Through individual work and group discussions, students will move from obtaining information to potential application in their professional work lives. Students will work through the CDMP Ethical Standards and Professional Conduct document to determine the potential application to disability management services.
<b>WHDM 406: Case Management &amp; Service Coordination Part 2 (3 credits)</b> <i>Prerequisites WHDM 403</i>
The purpose of this course is to examine the skills and knowledge required for case management and service coordination, 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.
<b>WHDM 408: Workplace Insurance and Benefits (3 credits)</b>
The purpose of this course is to 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 of their own jurisdictions.

### Advanced Certificate in Return to Work Stream 2 – International Perspectives

<b>WHDM 302: Physical Impairments &amp; Work Retention (3 credits)</b>
The purpose of this course is 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>
The purpose of this course is to provide 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 &amp; Work Retention (3 credits)</b>
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 &amp; Accommodation Technology (3 credits)</b>
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>WHDM 313: The Field &amp; Practice of Disability Management (3 credits)</b>
The purpose of 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 the 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>WHDM 403: Case Management &amp; Service Coordination Part 1 (1.5 credits)</b>
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 the 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.
<b>WHDM 405: Ethics in Disability Management (3 credits)</b>
The purpose of this course is to introduce students to the field of ethics, the role of the Disability Management Professional and the application of ethics to workplace issues. There will be a focus on the CDMP Ethical Standards and Professional Conduct document and how it applies to providing disability management services. The course will cover concept specific information in ethics and examples or points of contact between concept specific information and the disability management profession. Through individual work and group discussions, students will move from obtaining information to potential application in their professional work lives. Students will work through the CDMP Ethical Standards and Professional Conduct document to determine the potential application to disability management services.
<b>WHDM 406: Case Management &amp; Service Coordination Part 2 (3 credits)</b> <i>Prerequisites WHDM 403</i>
The purpose of this course is to examine the skills and knowledge required for case management and service coordination, 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.
<b>WHDM 408: Workplace Insurance and Benefits (3 credits)</b>
The purpose of this course is to 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 of their own jurisdictions.
<b>WHDM 501: The Contribution of Return to Work Programs to Economic &amp; Social Inclusion (3 credits)</b>
The purpose of this courses it to critically examine the international legal and policy contributions that have shaped a context for developing and implementing return to work programs. In this course students will compare and contrast the international and national social, occupational, economic factors that impact upon the effectiveness of programs to promote labour participation of people with disabilities.
<b>WHDM 502: Creating the System Conditions for Good Practice in Return to Work (1.5 credits)</b>
The purpose of this course is to examine how standards at the systems level provide a foundation for achieving excellence in return tor work. In this course the focus will be on examining the principles and tenets of guidelines and standards as well as the challenges in interpreting and applying them within diverse international contexts.
<b>WHDM 503: Refocusing Organizations and Systems on Return to Work Priorities (1.5 credits)</b>
The purpose of this course is the examination of change strategies at the organization and system levels that can promote international and national priorities for return to work and work retention. In this course the foci are on conceptual, social, economic, evaluative and individual approaches that enable organizational change and the role of leadership in sustainable transformation in return to work.