



PACIFIC COAST UNIVERSITY  
FOR WORKPLACE HEALTH SCIENCES

# GUIDE TO CONTINUING EDUCATION COURSES & PROGRAMS

2023-2024

# Guide to Continuing Education Courses/Programs 2023-2024

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## GENERAL INFORMATION

### 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 Board of Governors of the University is in the process of appointing an International Research Advisory Council to provide advice and collaboration assistance on research related to the purposes of the University. The responsibilities of the International Research Advisory Council include:

- Advising the Board or the Academic Council on research required to address critical issues in relation to occupational health and safety, disability management, rehabilitation, and related subjects, and
- Facilitating international cooperation and developing international collaboration and partnerships 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 twenty-eight 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 newer 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 Guide to Continuing Education Courses/Programs is published online as a PDF document available for download. The University reserves the right to amend the contents of the Guide from time to time without prior notice. The University makes every endeavour to ensure that the information in the Guide is accurate at the time of publication. However, the ultimate responsibility for verifying the accuracy of such information rests with the student alone.

## INTRODUCTION TO CONTINUING EDUCATION COURSES

In the past, little thought was given to the full impact of a disabling injury or illness – the social, psychological, and economic reality faced by the worker with a disability or injury and the potential costs to workers, employers, and society. However, in a changing global marketplace, employers have become increasingly aware of the importance of people as a resource, the overall cost of losing trained and experienced staff, and the increasing cost of disability when consensus-based, workplace disability management programs are not available.

There are three streams of continuing education courses providing the essential skills and competencies required by disability management / return to work practitioners:

- Disability Management Practitioner Program
- Effective Workplace Responses to Mental Health Certificate
- Special topic and advanced courses

The courses in the Disability Management Practitioner Program may be taken independently or as a complete 25-course program. These courses emphasize the skills and knowledge required to return to work individuals who have incurred injuries or illnesses and introduce the competencies that are required to introduce and administer disability management programs. Completing this program makes the student eligible to write the Certified Disability Management Practitioner (CDMP) exam, which leads to the professional designation of CDMP.

The Mental Health Certificate Program has been developed specifically for those individuals whose responsibilities include disability management, as mental health conditions represent the greatest proportion of disability management claims. This eight-course Certificate Program addresses the mental health aspects of disability management and applies a comprehensive approach to foundational and current challenges related to evolving societal changes, the realities of a global pandemic, and workplace demands. This Certificate is designed to guide professionals towards a perspective of informed “responding” versus well-intentioned “reacting.”

Special and advanced courses are available on a variety of topic areas and as independent educational opportunities to explore specific related topics in more depth. PCU-WHS is in the process of creating additional certificate programs.

Each course is led by an instructor with expertise in the topic area. Materials include manuals and readings; examples and samples of forms, reports, and documentation; online discussion exercises; assignments and quizzes; and in some cases, other media components. Depending on the length of the course, may be more than one assignment that is submitted to the instructor for marking.

Instructors have expertise in specific topic areas and most instructors continue to practice as well as teach around disability management / return to work. They come from a variety of backgrounds and are located across Canada and several international countries, providing not only a national but an international perspective to these critical topic areas.

Courses are delivered with online technologies that allow adult learners with multiple commitments to conduct most study activities at a time and place that best suits their needs.

Since first offering the courses in 1995, students have gone on to establish successful programs in countless workplaces, giving practical effect to the overall program mission of reducing the human, social and financial costs of disability to the workplace.

## **COURSE ENROLLMENT**

For individuals who intend to complete the entire 25-course Disability Management Practitioner Program, eligibility for enrollment is the completion of secondary school, a proficiency in grammar with evidence of adequate reading and writing skills, and basic computer skills. It is strongly recommended that individuals first complete the following courses before proceeding as they provide a foundation for all other courses:

DMCCA – Effective Disability Management Programs

DMCCB – Introduction to Return to Work Coordination

To receive a Certificate of Completion for the Disability Management Practitioner Program, the 25-course program must be completed within three years with a passing grade of 60% or better.

All continuing education courses have been endorsed for continuing education credit (CEC) hours for the professional designations of Certified Disability Management Professional (CDMP) and Certified Return to Work Coordinator (CRTWC). Most courses provide 12 CEC hours for successful completion; however, some special courses provide a greater number of CEC hours – please check the website for further details.

**\*\*The deadline to enroll in courses is at least two weeks prior to the course start date.\*\***

## **COURSE FEES**

The fee for each course making up the 25-course Disability Management Practitioner Program is \$250.00 per course, which must be paid upon registration and prior to course commencement or the student will not be considered registered for the course.

Most of the special and advanced courses are \$250.00 per course, but several have a higher cost – please check the website for further details.

## **COURSE SCHEDULE OF ACTIVITIES**

Course activities run from Monday to the following Sunday of a scheduled week although students will have access to the online course prior to course commencement. Students have one week following the end of course activities to submit an assignment. The following is a quick overview of the format and schedule of activities for most continuing education courses. Timelines may be adjusted on weeks where there are statutory holidays.

### **Thursday prior to the course start date**

The learning site is opened to students on the Friday prior to the week of class activities so that students can download and review course materials and resources.

### **Monday to Wednesday**

The students are prompted to lead and participate in the first online discussion exercises and/or set of scenarios or questions. The instructor moderates the discussion and facilitates interaction.

### **Thursday to Saturday midnight**

The students are prompted to lead and participate in the second online discussion exercises and/or set of scenarios or questions. The instructor moderates the discussion and facilitates interaction.

### **Monday midnight one week following the week of study activities**

Students submit their assignments to the instructor through the learning website. The deadline for submission of assignments is midnight on the Monday one week following the week of study activities. The instructor will advise the deadline for submission of assignments.

### **Return of grades**

Instructors provide students with their grades within two weeks of the assignment submission date, and if that is not possible, the instructor will provide an estimated timeframe as to when the grades will be provided.

## **TIMETABLE OF COURSE OFFERINGS**

The timetable for current course offerings is available on the University's website.

## **EXEMPTIONS AND PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)**

It is recognized that some people who wish to build or enhance their skills and knowledge around disability management / return to work may have been involved in previous study and learning that covers aspects of this interdisciplinary field. There are two ways to obtain recognition for existing skills and knowledge: Exemptions and Prior Learning Assessment and Recognition (PLAR).

Exemptions and PLAR are only applicable to students when an individual intend to enroll in all twenty-five courses and receive a Certificate of Completion for the Disability Management Practitioner Program, and that individual has had previous education in a particular course subject area. No more than six of the twenty-five courses may be replaced with Exemptions and/or PLAR credits.

### **Exemptions**

Students who have completed a university or college course on the same topic(s) as one of the 25-course program topics within the last five years may request an exemption by providing a copy of their transcript. Formal courses from other educational institutions may be accepted if a transcript can be provided along with a description of how the learning was evaluated and an indication that the course was equivalent in content, level, and length to the Disability Management Practitioner Program online course.

Students who have taught a course with the same subject matter at a university or college level within the last three years are required to send proof of their appointment and a syllabus or outline of the course content. (This need not be a credit course, but the level of skills and knowledge should be like what would be provided at a college or university.)

In addition, currently licensed nurses, occupational therapists or physical therapists can gain an exemption from Course DMCCC – Physical Impairments, Rehabilitation and Return to Work; currently registered psychologists or psychiatrists can gain an exemption from Course DMCCD – Mental Health Issues, Rehabilitation and Return to Work; and individuals currently employed by workers' compensation boards can receive an exemption from Course DMCCJ – Workers' Compensation.

There is a \$20.00 fee for each exemption, which covers examination of a transcript, processing, and student notification. For further details, please contact the Continuing Education department at [continuingeducation@pcu-whs.ca](mailto:continuingeducation@pcu-whs.ca). Refunds are not available for Exemptions.

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

Students may be eligible for PLAR credits based on their previous learning and experience and completion of a short essay question. Such previous learning might include non-credit workshops and conferences, credit activities that occurred more than five years ago (which are not eligible for exemptions), on-the-job training, and other informal learning activities. The prior learning assessment application is expected to demonstrate that the individual has a good grasp of both theory and practice (e.g., that they understand not only that early intervention is important, but also why it is important).

Those who wish to apply for PLAR credits will be provided with a one-page outline of the course content and asked to:

1. Provide a one- to two-page report outlining prior learning activities (university or college level courses taken outside the five-year period in which an exemption would be allowed, workshops, books read as part of personal study, on-site training and on-the-job coaching and experience).
2. Prepare a two- to three-page response to a scenario that requires applicants to describe how they would respond to a situation that is relevant to the course topic and to demonstrate that they understand the content and could fulfill the outcomes of that course.

The processing fee for a PLAR is \$100.00 for each course. For further details, please contact the Continuing Education department at [continuingeducation@pcu-whs.ca](mailto:continuingeducation@pcu-whs.ca). Refunds are not available for PLARs.

PLAR submissions will be decided by instructors in the online program who have expertise in those topic areas. Decisions cannot be appealed. If a PLAR submission is denied credit, the individual may not re-submit but must enroll in and successfully complete the course to receive credit for the course.

## **COURSE DEFERRAL**

If a student is scheduled to participate in a course, a change in the enrollment date can be made without incurring penalties by advising PCU-WHS up to **8 days or more** prior to the commencement of course activities. If the request is received at PCU-WHS **7 days or less** prior to the course start date, there will be a \$50.00 administration fee for deferring. Once the course site materials become available, no refund or deferral will be given.

If, as a result of an illness or injury, a participant cannot complete a course, they should advise their instructor as soon as possible and fax or email a note from their doctor to [continuingeducation@pcu-wsh.ca](mailto:continuingeducation@pcu-wsh.ca) no later than three weeks following the last day of class activities. The participant will be rescheduled in a later course(s) with no additional fees. If the doctor's note indicates that the person will not be able to complete the course(s) within the next twelve months, enrollment fees will be refunded.

Students who experience a significant family or life emergency (the death of an immediate family member, hospitalization of a child or elderly parent, job loss, etc.) can be moved to a later offering of the course without charge. Students must advise their instructor immediately and provide information in writing regarding their situation by email to [continuingeducation@pcu-wsh.ca](mailto:continuingeducation@pcu-wsh.ca) at the time or, if that is not possible, within three weeks of the end of class activities.

Courses that are deferred must be completed within a one-year timeframe of the initial course date.

## **COURSE WITHDRAWAL**

A student may withdraw from a course by notifying the Continuing Education department email. The date of the withdrawal will be the date the written notification is received. If the withdrawal request is received **8 days or more** prior to the course start date, there will be a \$50.00 administration fee per course withdrawal, to a maximum of \$750.00 per refund.

If the notice to withdraw is received **7 days or less** prior to the course start date, no refund will be provided. Once the course site materials become available, no refund will be given.

Students who experience a significant family or life emergency (the death of an immediate family member, hospitalization of a child or elderly parent, job loss, etc.), or notify PCU of a mistake within 24 hours, may withdraw without penalty from a course or program, with the approval of the Director of Continuing Education (CE).

## **COURSE CANCELLATION BY THE UNIVERSITY**

In the case of a cancellation of a course by the University, the student will be given the option of transferring their registration to the next available offering of the course, another course in their program, or a refund of the course's fees.

## **GRADES**

Students in continuing education courses are awarded a Pass or Fail grade. To receive a Pass grade and successful completion of the course, students must complete the required online discussions and assignments, and obtain a mark of at least 60% for the course activities. Students may request a re-evaluation of their grade up to 1 week after final grades have been posted. The grade from the re-evaluation will be final.

Students who do not complete the course requirements will receive either a Fail grade or an Incomplete and may re-register for the course at their own cost.

Students may request to withdraw from a course prior to 50% of the duration of the course by notifying the CE department by email and they will receive a WD notation on the transcript for withdrawal.

Students who abandon a course by failing to notify CE that they wish to withdraw, will receive an F grade.



<b>Grade</b>	<b>Comment</b>
P	Pass, 60% or higher
F	Fail, less than 60%
I	Incomplete
WD	Course withdrawal prior to 50% of duration of course.
VAI	Violation of academic integrity

## **ACADEMIC COMPLAINTS AND APPEALS**

PCU-WHS recognizes that concerns can arise from time to time regarding 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 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 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 Director of Continuing Education. Contact information for the director may be obtained from the CE department.
3. When a student has a concern or complaint respecting academic performance about the following issues, they must first informally approach the Director of CE to seek resolution: accommodation of disability, admission, course prerequisites, prior learning and assessment and recognition, course load or course withdrawal. If a student accepts the resolution to the matter, the matter will be deemed to be closed.
4. The instructor or CE staff will notify the Chair of Academic Student Appeals of the resolution.
5. If the student does not accept the resolution of the matter, the Chair 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 Chair 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.
6. 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.
7. The committee will be comprised of the following members:
  - The Director of Continuing Education Chair
  - The Registrar as ex officio non-voting
  - One instructor or faculty member who has not been involved previously in the current complaint.
  - One student enrolled in the Disability Management Practitioner Program with the intention to complete all twenty-five modules.
8. The committee may call upon the instructor or faculty member to appear before the committee to answer questions of clarification.
9. 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

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

### 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 students' 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 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 about 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

1. If it is determined that no violation occurred, the case will be dismissed.
2. If it is determined by the instructor that a violation of the academic integrity policy has occurred and that the student has committed academic misconduct, the instructor will advise the student of the proposed resolution of the misconduct.
3. Normally, the instructor or faculty member will seek guidance from the Chair 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 Chair of Academic Student Appeals of the resolution.
6. If the student does not accept the resolution of the matter, the Chair 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 Chair 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 Director of Continuing Education as Chair
  - The Registrar as ex officio non-voting
  - One instructor or faculty member who has not been involved previously in the current complaint
  - One student enrolled in the Disability Management Practitioner Program with intention to complete all twenty-five modules
9. The committee may call upon the instructor or faculty member and the Chair 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 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.

## USE OF ARTIFICIAL INTELLIGENCE TECHNOLOGY

In recent years, the use of artificial intelligence (AI) programs has become more prevalent in various aspects of our lives, including education. While AI can be a valuable tool in certain contexts, I want to highlight some concerns regarding its use in your assignments and projects.

1. **Reduced Learning Experience:** Relying solely on AI for completing assignments can limit your personal learning and critical thinking development. Education is not just about arriving at answers; it's about the journey of exploration, problem-solving, and the acquisition of skills that will serve you throughout your life and career. Using AI to generate solutions can shortchange your opportunity to truly understand and apply the material.
2. **Plagiarism and Academic Integrity:** Many AI programs can generate content that closely resembles existing materials available online. Using AI to generate assignments without proper attribution can lead to unintentional plagiarism, which is a serious academic offence. It's crucial to uphold the principles of academic integrity and ethics.
3. **Missed Opportunities for Feedback:** When you rely on AI-generated work, you miss out on valuable feedback. Constructive feedback is an essential part of the learning process, helping you identify areas for improvement and reinforcing your understanding of the subject matter.

4. **Real-world Application:** In your future careers, you will be expected to apply your knowledge and skills in practical situations. Over-reliance on AI during your academic journey can hinder your ability to effectively apply what you've learned in real-world scenarios.
5. **Personal Growth:** Learning is not just about acquiring knowledge; it's also about personal growth, resilience, and adaptability. Facing challenges and overcoming them is an integral part of this growth. AI reliance can shield you from these challenges and, in turn, limit your personal development.
6. **CDMP/CRTWC Examinations:** Many of you may be preparing to take the CDMP and/or the CRTWC Examinations. Many, if not most, of the questions on these examinations are based on the material that is found in these modules. If you use AI programs for your assignments you may miss out on the information you will need to pass the examination.

While AI can be a valuable resource when used judiciously as a tool to complement your learning, I encourage you to approach your assignments with an active and inquisitive mindset. Embrace the opportunity to grapple with complex problems, seek assistance from your instructor and peers when needed, and engage in thoughtful discussions that foster a deeper understanding of the subject matter.

Ultimately, your education is an investment in your future, and the skills and knowledge you gain will be your most significant assets. Please remember that academic success is not measured solely by the final grade but by the growth, skills, and insights you acquire along the way.

If you have any questions or concerns about using AI in your assignments or any other academic matters, please do not hesitate to reach out to me. I am here to support your academic journey and help you achieve your full potential.

## **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 visit: <https://www.pcu-whs.ca/wp-content/uploads/2019/09/Student-Code-of-Conduct-Policy-192.pdf>

## **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 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.

## **STUDENT SERVICES**

### **Transcripts**

Students may access their records at any time through their online account and print a copy of their student record for their own use. Official Transcripts are available from the Registrar at a cost of \$15 per transcript not including the costs of sending the transcript by courier or express post.

### **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 accommodate students with disabilities based on 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 pending submission of complete and acceptable documentation. The University may also provide accommodations for students with temporary disabilities on a case-by-case basis.

## **COURSE CATALOGUE**

### **Disability Management Practitioner Program**

The courses in the Disability Management Practitioner Program may be taken independently or as a complete 25-course program. These courses emphasize the skills and knowledge required to return to work individuals who have incurred injuries or illnesses and introduce the competencies that are required to introduce and administer disability management programs.

For individuals who intend to complete the entire 25-course Disability Management Practitioner Program, eligibility for enrollment is the completion of secondary school, a proficiency in grammar with evidence of adequate reading and writing skills, and basic computer skills. It is strongly recommended that individuals first complete the following courses before proceeding as they provide a foundation for all other courses:

- DMCCA – Effective Disability Management Programs
- DMCCB – Introduction to Return to Work Coordination

To receive a Certificate of Completion for the Disability Management Practitioner Program, the 25-course program must be completed within three years with a passing grade of 60% or better.

*All courses at PCU-WHS have been endorsed for continuing education credit (CEC) hours for the professional designations of Certified Disability Management Professional (CDMP) and Certified Return to Work Coordinator (CRTWC). Successful completion of each course provides 12 CEC hours.*

### **List of Courses**

#### **DMCCA – Effective Disability Management Programs**

In this overview, students will examine the field of disability management, the rationale for establishing a disability management program, various structures for providing a return-to-work capacity within an organization, and the process followed in setting up a disability management program or analyzing an existing program.

#### **DMCCB – Introduction to Return to Work Coordination**

Topics covered include the elements of the plan; the roles of people involved in the process ranging from medical service providers to coworkers; types of accommodations; and the hierarchy of return-to-work options.

### **DMCCC – Physical Impairments, Rehabilitation Services and Return to Work**

Students will obtain a basic understanding of the body systems (respiratory, pulmonary, etc.); treatment providers and the type of information that they are likely to provide; and the impact of physical impairments on individuals and their work.

### **DMCCD – Mental Health Issues, Rehabilitation Services and Return to Work**

A brief overview of mental health issues in the workplace is provided along with a more in-depth focus on stress and depression. Students will explore symptoms, treatments and disability aspects of stress and depression and strategies for assisting individuals with stress- and depression-related illnesses to return to work. Disabilities that may have a mental health component and the biopsychosocial impact of disabilities will be considered.

### **DMCCE – Job Analysis**

Different approaches to job analysis are examined and students will be provided with skills and knowledge relating to the job analysis process from the perspective of disability management.

### **DMCCF – The role of assessment**

*Prerequisite for this course is DMCCE – Job Analysis*

Students will examine the different types of assessment and consider how disability management / return to work practitioners can identify qualified assessment professionals and interpret their assessments.

Medical diagnoses, functional capacity assessments, and vocational assessments will be discussed.

### **DMCCG – Communication and Interviewing Skills**

Students will explore the communication skills that form the basis of the interview and how they are used together to create an interaction in which the returning worker becomes an active partner in the return-to-work process. Communication techniques for formal interviews and informal discussions will be considered including those that involve supervisors and health care providers.

### **DMCCH – Interviewing and Helping Skills**

*Prerequisite for this course is DMCCG – Communication and Interviewing Skills*

Interviewing strategies are explored as is their contribution to a problem-solving process in which disability management / return to work practitioners identify barriers to return to work, resources that might be helpful in the process, and options that might be part of an integrated plan. Effective interviewing skills are essential in carrying out the three-stage model of helping that is presented in this module. The difference between helping and therapy is considered along with how and when to refer clients for professional counseling. It is recommended that students take DMCCG before DMCCH unless they have had a recent course in communications skills.

### **DMCCI – Legislation and Disability Management**

Students will examine human rights laws and the requirement for accommodation as it applies to workers with disabilities. Other acts that impact on accommodation and disability will be considered including labour codes and, in some provinces, the requirements of workers' compensation acts. Related acts such as safety, privacy and health information acts will be discussed.

### **DMCCJ – Workers' Compensation and Return to Work**

Workers' compensation income, services, and requirements play a crucial role in returning an employee who has incurred an occupational injury or illness to the workplace. This course explores the knowledge required to provide information about income replacement to employees; to interact with workers' compensation representatives about funding for treatment, rehabilitation, and services such as counselling, special equipment, or adaptations to the workstation, gradual or part-time returns, and training; to identify available expertise within the workers' compensation organization; and to fulfill any Board requirements.

### **DMCCK – Introduction to Conflict Resolution**

The skills and knowledge required to analyze conflicts and to develop strategies for satisfying the interests of all stakeholders will be covered in this course – with a specific focus on return-to-work situations. The steps in resolving conflicts are explored including initially getting people to the table to discuss and define the problem and, as interests are identified, considering ways to expand the benefits that are available as part of the solution.

### **DMCCL – Insurance and Other Benefits**

This course covers long term and short-term disability, CPP disability, automobile insurance, EI sickness benefits, social assistance, and the hierarchy of benefits when several are available to an employee with an injury or illness. Government programs and community organizations that might aid workers with disabilities will be discussed.

### **DMCCM – Problem-Solving with Groups**

This course covers a range of facilitation skills such as clarifying issues or dealing with obstruction – skills that disability management / return to work practitioners will use in return-to-work case meetings involving the employee, supervisor, shop steward or other service providers, and in Disability Management Committee meetings. These group techniques are related to a problem-solving process that can be used to move the return-to-work process forward or to deal with issues arising from the program in general.

### **DMCCN – Disability Management in Unionized Organizations**

Various aspects of labour relations impact disability management including the collective agreement and provincial labour relations act. Memorandums of agreement and letters of intent used in establishing programs and joint committees will be examined. Dispute resolution in a union setting will be explored.

### **DMCCO – Disability and Diversity in the Workplace**

The purpose of this course is to examine diversity issues including attitudes towards minorities and people with disabilities, to consider how diversity issues can affect a return to work, and to explore strategies for dealing with cultural differences during the return-to-work process. Common components of diversity programs will be outlined and the interaction between diversity programs and disability management programs will be examined.

### **DMCCP – Disability Management from a Human Resources Perspective**

The human resources strategy of an organization will influence the benefits that are provided to employees – including assistance with return to work. Benefits and benefit plans and their relationship to disability management will be considered. Provincial employment standards act that impact return to work in non- unionized organizations, policy and procedures development, and alternate dispute resolution and committee processes will be explored.

### **DMCCQ – Management and Organizational Skills in Disability Management**

Students will review and analyze their organizational skills including planning, delegating, negotiating, budgeting, and time management. Many disabilities management / return to work practitioners must obtain the cooperation of people who are not under their direct supervision and a variety of leadership, planning and communication skills will help in achieving goals and objectives.

### **DMCCR – Assistive technology and accommodation (Prerequisite for this course is DMCCE – Job Analysis)**

This course covers the process of implementing low to high tech assistive technology in the accommodation of a worker with disabilities. The process includes evaluating the needs of the employee; researching and choosing the most appropriate equipment, software, or other job aid; researching and choosing the best supplier; developing a business case for the application; assessing the technology and training the worker as necessary; maintaining the assistive technology; and evaluating the outcomes.

### **DMCCS – Managing Change**

This course is designed to enable students to apply theories of change in practical ways. Issues of change management are examined from an organizational and individual perspective. The administrators of disability management programs must be able to adapt to external changes ranging from the effects of new technology to new legislation and regulation. Internal policies and procedures will affect, and be affected by, the disability management program. Individual returns to work may be influenced by changes within the organization or by the effect of personal changes in physical and other capacities. A positive workplace culture and effective leadership can help individuals and organizations adjust to change.

### **DMCCT – Evaluating Disability Management Programs and Assessing Return to Work Processes** *Prerequisites for this course are DMCCA – Effective Disability Management Programs and DMCCB – Introduction to Return to Work Coordination*



An overview of techniques employed in evaluating programs including matching outcomes to goals, benchmarking with other organizations and departments, program audits and cost-benefit ratios will be provided. Students will consider client satisfaction surveys and other approaches to assessing the return-to-work process.

### **DMCCU – Marketing and Education in Disability Management and Return to Work**

This course covers the planning and development of internal communications programs aimed at creating support for disability management among management and labour, employees who might incur disabilities, and their coworkers. The requirement for external communications components is examined including education and information targeted to medical and other service providers.

### **DMCCV – Information Management**

Students will explore what kind of program and client information is collected, how it is collected and used, and what issues of confidentiality are involved. The applicability of Human Resource Information Systems (HRIS) is considered. Also examined will be the disability management / return to work practitioner's role in collecting information on community services and resources, keeping professional skills and knowledge up to date, and researching information on an as needed basis.

### **DMCCW – Injury Prevention and Health Promotion**

This course provides an overview of safety programs, approaches to ergonomics, and the implementation of wellness programs. The interaction of such programs with the disability management program is considered. (Please NOTE: This is not a substitute for a safety course.)

### **DMCCX – Professional Conduct**

Students will identify and analyze situations in disability management where ethical issues might arise. The course will also examine how codes of ethics are developed and how they are used in dealing with ethical issues.

### **DMCCY – Managing the return-to-work process**

*Prerequisites for this course are:*

- *DMCCA – Effective Disability Management Programs*
- *DMCCB – Introduction to Return to Work Coordination*
- *DMCCE – Job Analysis*
- *DMCCF – The Role of Assessment*
- *DMCCG – Communication and Interviewing Skills*
- *DMCCH – Interviewing and Helping Skills*
- *DMCCR – Assistive Technology and Accommodation*

This course covers the case management process including working with a return-to-work team that includes internal personnel and external service providers. The return-to-work process including assessment, return to work planning, implementation, monitoring and adaptation, and evaluation is examined.

## **EFFECTIVE WORKPLACE RESPONSES TO MENTAL HEALTH CERTIFICATE COURSES**

### **DMCS 750 Mental Health Issues and the Recovering Worker**

This course begins with an exploration of some of the foundations of mental health including the delineation of mental health versus mental illness. The concerning prevalence of mental health globally is examined. Course activities will then focus more specifically on the integral role of the individual responsible for disability management in guiding the recovering worker. A three-stage model of helping is introduced. Ethical considerations in executing a helping role are addressed. Consideration of the role of the mentally healthy workplace environment as an overarching concept will be integrated into the activities of the course and will continue to be addressed in other modules.

### **DMCS 755 Mental Health Communication and Return to Work**

Communication skills that are key to effective practice are the focus of this course, and the development of self-awareness. Individuals responsible for disability management and workplace health programs must build and maintain relationships with managers, supervisors, labor representatives, workers with disabilities, treatment providers and others. The helping and critical thinking skills that are explored in this course are not designed to prepare participants to help workers deal with serious, long-term psychological issues. Rather, PCU-WHS Guide to Continuing Education Courses/Programs 2023-2024



the course is intended to build awareness of how and when a disability management practitioner can provide direct assistance to a worker experiencing mental health challenges and provide referral to a specific resource.

### **DMCS 760 Mental Health Conditions and Return to Work**

In this module various ways of classifying mental health conditions are described. A range of approaches to retaining workers with mental health conditions are explored including the biopsychosocial approach. The International Classification of Functioning, and Disability and Health (ICF) is a classification system that can be used to examine work function from a range of perspectives. In assessing work ability, the capacity to function in the workplace is conceptualized as an interplay between the worker, job tasks and skills requirements, and the environment. As well, the concept of resiliency is addressed. A focus on understanding the functional challenges of workers is intertwined with the challenges of worker disclosure, invisible disabilities, and the provision of appropriate supports. Conditions commonly seen in the work environment are highlighted, with a more intensive look at depression.

### **DMCS 765 Stress and Anxiety in the Workplace**

Information and tools required to support workers who are experiencing stress, chronic stress, anxiety, and anxiety disorders are explored. The characteristics of stress, anxiety and anxiety disorders are outlined and their impact in the workplace is considered. Approaches to supporting workers will be examined along with factors that function as barriers and facilitators to remaining or returning to work. Employer obligations and workplace initiatives that can be put in place to mitigate stress and anxiety for all workers will be examined.

### **DMCS 770 Psychological Injury: Prevention, Job Retention, and RTW Strategies**

The concept of psychological injury is addressed primarily from the perspective of the individual responsible for disability management who engages in prevention, job retention, and return to work. The course focuses both on creating psychologically healthy workplaces, and the functional and activity implications of mental distress that arise either from a traumatic event or chronic stress. It also addresses the basis for determining legal responsibility for a mental injury as well as the challenges that arise when a psychological injury occurs comorbidly with another health condition. It covers the range of symptoms, evidence-based treatments, available interventions, and the strategies, supports and interventions that can be used to support job retention or return to work.

### **DMCS 775 Substance Recreation Use, Misuse and Addictions in Workplace Health**

This course provides an overview of substance use and addiction and its effects on the employability of workers and the productivity of the workforce. It covers the concept of substance recreational use, substance misuse and substance addictions; incidence rates; types of addictions; the challenge of comorbidity; treatment approaches and impacts; and the strategies that can be used in terms of prevention, job retention and return to work. The course overviews, from the perspective of the individual responsible for disability management, the strategies, interventions and supports that can assist employers to establish workplace prevention and promotion programs and assist at-risk workers to access appropriate treatment and to remain at work or reintegrate into the workplace.

### **DMCS 780 Strategies to Retain Workers Experiencing Mental Health Challenges**

This course provides a bigger picture overview of the workplace environment and context in which processes aimed at responding to mental health challenges are initiated. This course offers the opportunity to integrate a systematic approach to remaining and returning to work in the workplace as now more than ever, individuals responsible for disability management are looked to for leadership. Evidence-based tools enable professionals involved with disability management and return to work to function as a stable force in an environment of 'new normal.' Approaches to identifying the issues within the participants' workplaces, problem-solving with peers, and engaging in collaborative planning are included.

### **DMCS 785 Capstone Course: Effective Workplace Responses to Mental Health**

*Prerequisite: To enroll in this course, one must have completed: DMCS 750, DMCS 755, DMCS 760, DMCS 765, DMCS 770, DMCS 775, and DMCS 780.*

The Capstone Course provides participants with an opportunity to review the concepts presented in previous courses in this program and to identify the priorities for their own workplaces. While the need for leadership and innovation by workplace leaders in this area has always been integral to workplace wellness, the current realities of the COVID-19 pandemic, substance use escalation and marked societal increases in mental illness, underscore the responsibilities of professionals who participate in disability management. The Capstone Course is designed to assist participants in building a foundation of skills and knowledge related to mental health within their organizations. It provides an opportunity to develop a strategic knowledge transfer plan appropriate to the needs of their organization. Practice in supporting and justifying research processes and viewpoints will also be inherent within the activities.

## **SPECIAL AND ADVANCED COURSES**

### **DMCS 650 Chronic and Episodic Health Conditions in the Workplace**

Supporting workers with chronic and episodic health conditions can be challenging because impairments may not be obvious and visible, and workers may prefer not to disclose their issues. When workers ask for support, a one-time solution may not be sufficient and work arrangements may need to change over time. The module provides people with responsibilities in workplace health with approaches that can be used to retain workers and mitigate the effect of chronic and episodic health conditions on work performance and work absence.

The module will cover the types and characteristics of chronic and episodic health conditions and explore some common conditions. The costs for workers and workplaces when chronic and episodic conditions are not addressed will be examined as well as issues of disclosure and privacy; strategies for mitigating the impact of such conditions on workers and their employment; return to work planning and accommodation from a biopsychosocial perspective; the role of service providers; and wellness initiatives.

### **DMCS 655 Dealing with Back Disorders in the Workplace**

Worldwide, back pain is the most common cause of activity limitations and absences from work. Back injuries are complex and can be difficult to diagnose because the etiology or causes of back pain can lie in muscle, bone, and joint and nervous systems; arise because of unrelated health conditions such as cancer; result from work, home, and leisure activity; and be compounded by mental health issues such as stress and anxiety. In the workplace back injuries affect the physical and emotional wellbeing of workers leading to lowered productivity and lost time.

This module will examine the incidence and causes; job-related factors that might contribute to back pain; approaches that have been successful in treatment and rehabilitation; a multi-faceted approach to work ability and maintain people in jobs; the development and implementation of return to work and remain at work plans for worker with back pain; appropriate job accommodations; and the role of wellness and OH&S programs as an adjunct to disability management programs.

### **DMCS 660 Cancer and Worker Support**

The purpose of this module is to explore the steps that can be taken to assist and retain workers who have been diagnosed with cancer and who, during their treatment, must deal with challenges including treatment effects such as fatigue and pain, anxiety about the future and financial losses and costs. Individuals may wish to continue working during some of their treatment or may need to take time away from work.

The module covers topics including information on cancer in general and why it is approached as a chronic and episodic illness. The benefits and challenges related to retaining workers who are dealing with cancer are examined, and the biopsychosocial impacts on individual workers who are dealing with cancer. Participants will consider how disability management plans address the interplay among a range of factors related to the type and stage of cancer, individual characteristics and situations, and the current job in which the person is engaged and their workplace. They will also identify appropriate job accommodations for workers who are dealing with cancer.

### **DMCS 665 Pain and Workplace Support**

This module will provide professionals with disability management and workplace health responsibilities with an understanding of the causes and experience of pain and with some tools to support workers who are dealing with pain. Participants will explore the physiological process through which pain is experienced; the types and causes of pain; the impact of pain on workers and the workplace; common treatments for pain; methods for supporting workers with pain both at the organizational and individual level; a biopsychosocial approach to assisting workers in remaining at work or returning to work when their disability involves pain; and work accommodations for workers with pain.

### **DMCS 670 Upper Body Injuries in the Workplace: Repetitive Strain, Awkward Postures, and Other Hazards**

While motion is essential to maintaining musculoskeletal health, the wrong kind of motion can result in short and long-term disability. Because people use their hands and arms so much while working, upper limb pain and impairment can be a significant impediment to conducting work tasks with ease. Upper limb disorders are injuries that affect the shoulders, neck, arms, and hands. They include a range of impairments that are most often caused by repetitive movements, force, awkward postures, rapid movements, and heavy loads, often in combination, and often emerging over a period year.

This module covers the causes of upper body disorders, symptoms, treatment, accommodations and return to work/remain at work planning, and the rationale for initiatives that address this common health condition. Participants will also focus on tools that can be used to assess awkward postures and repetitive movements that might cause problems for workers and how these can be eliminated or mitigated in the workplace.

### **DMCS 675 Effective Workplace Responses to an Aging Workforce**

The workforce in many countries is aging. People are living longer, and birthrates are decreasing in many developed nations—and when fewer younger workers are moving into the labor market, helping older workers to remain productive and stay in jobs becomes more important. Many older workers prefer to stay in employment because they need the income and because they can maintain a sense of purpose. Further many government policies tend to support this including policies related to retirement age and retirement income. There are many ways of characterizing who is an older worker, although most research defines this group as people who are 55 years of age and over.

This module will explore the benefits to retaining older workers and the challenges; push and pull factors related to whether older workers stay at work; the concept of work ability as it applies to older workers; strategies related to the work environment, job design and other supports for older workers; and barriers and facilitators of return to work and remain at work.

### **DMCS 720 Discussing Mental Health with Workers**

Addressing the sensitive issues of mental health or mental illness with an individual worker who is believed to be at risk of, or experiencing, mental distress can be challenging for DM professionals.

The primary purposes of this module are to describe first, how best to raise a concern about mental health with a worker who may not have considered that they may face challenges in this regard and, secondly, how to respond to a worker who approaches you with mental health concerns. In any conversation about mental health the way in which the topic is raised and how the conversation is completed are just as important as the key messages that need to be communicated about mental health and wellness.

This module covers three core areas: key messages and themes that must inform discussions with a worker related to mental health and illness, brief descriptions of mental health disorders that are most likely to emerge in work or return to work, and approaches that can create an open space for a worker to explain their perceptions about the challenges they face.

Resources that can be signposted by the DM professional to assist workers in exploring their mental health challenges and personal recovery and coping are reviewed.

### **DMCS 730 Discussing Mental Health with Stakeholders**

While the Special and Advanced Modules cover a range of individual topics in the field of workplace health and safety, human resources, and labour-management relations. This NEW eight-course Certificate Program addresses the mental health aspects of disability management and applies a comprehensive approach to foundational and current challenges related to evolving societal changes, the realities of a global pandemic, and workplace demands.

### **DMCS 805 Looking Forward: Moving Change and Innovation in Workplace Health Systems**

Change, both welcome and unwelcome, is inevitable, ongoing, and multi-faceted. More than ever, people within organizations need strategies for reacting quickly to problems and opportunities—both external and internal to their workplaces. This course is designed to provide those who are involved with workplace health systems—disability management, wellness, and health and safety programs—with tools and techniques to identify and respond to disruptive events, new situations and changing conditions in the most positive way possible by:

- Recognizing unanticipated problems and challenges or needed changes.
- Applying problem-recognition and problem-solving strategies.
- Using idea generation tools and techniques to identify innovations and solutions.
- Using change management processes.

The course includes print materials and video, a workbook for trying out tools and techniques, discussion forums and a short assignment. Course activities will span 2 weeks, requires an estimated 22 hours of study activity, and has been endorsed for twenty-two continuing education credit hours for the designations of Certified Disability Management Professional (CDMP) and Certified Return to Work Coordinator (CRTWC).