



PACIFIC COAST UNIVERSITY
FOR WORKPLACE HEALTH SCIENCES

GUIDE TO CONTINUING EDUCATION COURSES & PROGRAMS



Advancing Careers &
Building Inclusive Workplaces

2026-2027



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ABOUT PACIFIC COAST UNIVERSITY FOR WORKPLACE HEALTH SCIENCES

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.
- 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.



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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 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 their websites: www.nidmar.ca & www.pcu-whs.ca

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.



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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.

PCU-WHS 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



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focus including the fields of disability management, occupational health and safety, wellness promotion, human resources management, and rehabilitation.

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 PROGRAMS AND 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.

Continuing education offers many courses providing the essential skills and competencies required by disability management/return to work practitioners, many of which when bundled together can be credited towards earning a Certificate of Completion. We offer:

- ✓ 4 Disability Management Practitioner Certificates
- ✓ 3 Workplace Health Certificates:
 - Certificate in Managing Chronic and Episodic Health Conditions in the Workplace
 - Disability Management from an HR Perspective Certificate
 - Effective Workplace Responses to Mental Health Certificate
- ✓ Special Topics and Advanced Courses

DISABILITY MANAGEMENT PRACTITIONER CERTIFICATES

The **Disability Management Practitioner** stream has four certificates:

1. Certificate in Return-to-Work Coordination and Rehabilitation (CRTWCR)
2. Certificate in Working with Stakeholders in the RTW Process (CSWRTW)
3. Certificate in Disability Management Law, Policy, and Ethics (CDMLPE)
4. Certificate in Disability Management Program Administration and Evaluation (CDMPAE)

Disability Management Practitioner 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 implement and administer disability management programs. Courses within these certificates may be taken independently or with the goal of completing a certificate; completion of all four certificates makes the student eligible to take the Certified Disability Management Professional (CDMP) exam, which leads to the professional designation of CDMP.

WORKPLACE HEALTH CERTIFICATES

The **Certificate in Managing Chronic and Episodic Health Conditions in the Workplace** consists of eight modules that explore practical, evidence-informed approaches to supporting employees with chronic and episodic health conditions. The modules cover topics such as accommodation, accessing complimentary resources, privacy and disclosure, and the integration with prevention and health promotion programs.



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The ***Effective Workplace Responses to Mental Health Certificate*** 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 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.”

Many of the traditional human resources functions such as provision of benefits and insurance and recruitment and training involve aspects of disability management and HR practitioners may be involved in return-to-work planning. The ***Disability Management from an HR Perspective Certificate*** is an eight-course program designed for human resources management practitioners with disability management responsibilities and focuses on knowledge and skills that they use when workers incur disabilities.

SPECIAL TOPICS AND ADVANCED COURSES

Special Topics 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, there 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 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.



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GENERAL COURSE INFORMATION

ENROLLMENT AND COMPLETION

For individuals who intend to complete one or more of the Continuing Education certificates, 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.

To receive a Certificate of Completion for any of the Continuing Education certificates, the courses 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. In some circumstances, late registration may be accepted; please contact the CE Department. ***

FEES

The fee for each continuing education module is \$250, 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.

TIMETABLE OF COURSE OFFERINGS

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

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 when there are statutory holidays.

Thursday prior to the course start date	The learning site is open to students on Thursday prior to the week of class activities so that students can download and review course materials and resources.
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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.

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. 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



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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. 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.

DEFERRALS, WITHDRAWALS, AND CANCELLATIONS

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-whs.ca no later than three weeks following the last day of class activities. The participant will be rescheduled for 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



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continuingeducation@pcu-whs.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.

Grade	Comment
P	Pass, 60% or higher



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F	Fail, less than 60%
I	Incomplete
EXE	Exempted from taking this module
PLAR	Prior Learning Assessment and Recognition
WD	Course withdrawal prior to 50% of duration of course.
VAI	Violation of academic integrity

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.

ACCOMMODATIONS AND STUDENTS WITH DISABILITIES

The University provides support for, access to, participation in, and completion of courses and programs for all students in accordance with the Human Rights Code (BC) and the Canadian Charter of Rights and Freedoms. The information below describes the process and supporting information for seeking accommodations.

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 Continuing Education, 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.

Process and student responsibilities

Acute short-term illness, disability, or personal situations can be addressed by the instructor as a concession, without an official accommodation, if deemed appropriate by the instructor.

- This includes acute circumstances, the nature of which necessitates a student to miss an assignment deadline without contacting their instructor.



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Longer-term or recurring illness, disability, or personal situations, chronic conditions, and learning disabilities will require the student to seek official accommodation and submit appropriate documentation.

A student will also be required to seek an official accommodation for a temporary condition/disability/situation if required by the instructor.

Extenuating circumstances that interfere with a student's ability to complete a course will require an official accommodation. Extenuating Circumstances may include, but are not limited to, the following:

- Medical issue (physical or mental health);
- Death of a family member or close friend;
- Traumatic event experienced by the student, a family member, or close friend;
- Unanticipated change in responsibilities of care for dependent or family member;
- Unanticipated change in work commitment or responsibilities;
- Military duty;
- Call for jury duty;
- Unanticipated family situation or emergency.

Process

1. Except in the case of acute short-term illness, disability, or personal situations for which the instructor does not require an official accommodation, students must apply for accommodations and submit appropriate documentation.
2. For chronic/long-term and pre-existing conditions, requests, accompanied by supporting documentation, should be submitted at least 4 weeks prior to the start of the course.
3. The University may also provide accommodations to students with temporary disabilities on a case-by-case basis.
4. Students must submit a Request for Accommodation form:
 - a. Completed by student
 - b. Signed by student
 - c. Dated by Continuing Education with date of receipt
5. The student must also submit PCU-WHS's Medical certification/Exceptional Circumstances form if appropriate, or other appropriate documentation:



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- a. chronic/long-term and pre-existing conditions: Appropriate documentation must be submitted with the request.
 - b. extenuating circumstances and acute short-term illness, disability, or personal situations for which the instructor requires the student to seek accommodation: The nature of the documentation and timeline to obtain documentation may vary depending on the student's circumstances.
6. All official accommodations must be approved by Continuing Education. Official accommodations can only be approved once the complete accommodation request is received, including Request for Accommodation form, supporting documentation, and course withdrawal request if applicable. The University may offer a student provisional accommodation for a limited period of time pending submission of complete and acceptable documentation.
7. Once the accommodation is approved, Continuing Education will complete and send an Accommodation Agreement to the student for review and approval.
- a. The student may request changes in the Agreement. If changes require additional approval, approval must be obtained by Continuing Education and the Registrar if relevant.
 - b. Signatures of both parties indicate an agreement has been met.
8. When relevant, Continuing Education will inform course instructor(s) of the accommodation arrangements once the Accommodation Agreement form is signed by both the student and Student Services.

Documentation

Students are requested not to provide confidential information (e.g., medical records) of anyone other than themselves. A signed attestation may be sufficient in cases such as unanticipated change in responsibilities of care for dependent or family member.

Illness, disability, or physical or mental health condition - Documentation is required from a certified healthcare professional who is a specialist able to diagnose the illness, disability, or condition for which the student is seeking accommodation.

Examples include:

- Physician or medical specialist
- Ophthalmologist
- Certified audiologist
- Psychiatrist
- Registered clinical psychologist
- Certified school psychologist (BCASP registered if in BC)



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- Neurologist
- Neuro-psychologist

The documentation for chronic conditions must not be more than 5 years old.

Reading/spelling/learning disabilities - A psychoeducational assessment with scoring must be obtained from an appropriate professional (certified school psychologist, registered clinical psychologist). The assessment must be less than 5 years old, or must have been performed after the age of 18 years and using adult measures.

The documentation must include:

- Details concerning the degree of the disability, and the extent to which it impacts academic function
- Recommendations for appropriate accommodations

Extenuating Circumstances - Documentation may include, but is not limited to, the following, and depends on the nature of the specific extenuating circumstances:

- PCU's Medical certification for Accommodation Request form, or other relevant documentation completed by an appropriate healthcare professional;
- Obituary or funeral program;
- Signed and dated letter from the student's employer;
- Fire report;
- Accident report;
- Airline ticket or boarding pass;
- Signed and dated letter affirming military duty;
- Signed and dated letter calling the student to jury duty.

Accommodations available and student responsibilities

Longer-term or recurring illness, disability, or personal situations, chronic conditions, learning disabilities:

- Ability to negotiate with the course instructor deadline extensions for assignments.
 - o Students under official accommodation must contact their instructor prior to the posted deadline for assignment submission, or no extension will be granted and late penalties will apply.



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- o The extension granted should reflect the nature of the assignment and the student's situation

If an extended deadline needs to be extended again (for the same assignment):

- o If the reason for further (2nd) extension is related to the accommodation, then the student must inform their instructor before the 1st extended deadline, or late penalties will apply.
 - o If the reason for the 2nd extension is not related to the accommodation, then the student should seek approval from their instructor prior to the 1st extended deadline, otherwise late penalties will apply. Exceptions may be made in acute exceptional circumstances if warranted.
 - o A maximum total of 2 extensions is permitted per assignment, after which late penalties of 5% per day will apply unless exceptional extenuating circumstances are documented and approved by Student Services.
 - o If repeated extensions become a pattern, then a review of the accommodation may be needed and/or the student may need additional support.
- Alternative format assessments - Alternative assessment format may be available upon discussion with the course instructor
 - Discussions
 - o Students must contact their instructor prior to the posted deadline for discussion, or no extension will be granted and late penalties will apply according to the discussion rubric.
 - Extra time for a quiz or exam

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.



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

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.



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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 of completing 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.

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. See the policy here: [Student Code of Conduct](#).

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. See the policy here: [Prevention of Harassment and Discrimination Policy](#).

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.



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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. See the policy here: [Sexual Violence and Misconduct Policy](#).

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.

A deliberate breach of academic integrity is considered 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 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 endeavours. Academic integrity is a standard expectation and a 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.

Use of ChatGPT and other AI

Use of any generative Artificial Intelligence, such as ChatGPT, Copilot+, Gemini, Bard, or other AI tools in course assignments and discussions is considered a breach of academic integrity. However, instructors have the discretion to allow it in certain instances and for specific purposes. It is the student's responsibility to read course syllabi carefully and to consult instructors if there are any questions about the use of AI in any specific course or for specific assignments and/or discussions. When permitted by an instructor, the use of ChatGPT or other AI in researching must be clearly referenced and supported by other non-AI references, and references obtained by research using ChatGPT or other AI must be verified and read.



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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:

Examples

- Submitting an assignment or parts thereof previously submitted in a previous course.
- Using unauthorized material or aids during the preparation of an assignment.
- Purchasing an essay or an assignment from a website or other source and submitting it as one's own work.
- Having another student complete an assignment or take a quiz/test/exam on behalf of the student.
- Purchasing or obtaining editing services that make substantial changes to an assignment to the point that it no longer represents the individual student's own capabilities.
- Communicating with someone other than the instructor or proctor during a quiz/test/exam.
- Discussing an assignment with another student and then independently writing an essay or assignment containing the same themes and ideas as the other student's work.
- Incorporating suggestions from another student into an assignment or paper.
- Working on an independent assignment (i.e., not a group assignment) with one or more other students, or other individuals.
- Asking another student or other individual to write a portion of his or her assignment.
- Reviewing a previously submitted assignment, and/or instructor's feedback, which was provided by another student in the course, to help with producing one's own assignment.
- Reviewing a previously submitted assignment, and/or instructor's feedback, which was provided by a student who took the course in a prior semester, to help with producing one's own assignment.
- Leaving a computer unattended, allowing another student to copy material and use it as his or her own.
- Communicating with someone other than the professor or proctor during a quiz/test/exam.
- Using unauthorized material or aids during a quiz/test/exam.
- Copying answers from another student during a quiz/test/exam.
- Obtaining information or answers provided by another student during a quiz/test/exam.
- Working on a take-home or online exam with others.

Plagiarism

Submitting any type of work produced by another source without acknowledging that source. This includes written text, data, tables, charts, and figures, as well as ideas that are not your own but that you have acquired from another source. "Another source" includes, but is not limited to, work or material from a previous course, another student, an online source, a webpage, a book, an article, or a library holding.

Examples

- Submitting an assignment or parts thereof that you previously submitted for another course.



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- Submitting an assignment or parts thereof previously submitted by another student in the same course or in another course.
- Failing to include quotation marks around word-for-word quotes, despite citing and/or referencing source(s).
- Copying work from another student.
- Failing to cite and reference paraphrased passages taken from other sources.
- Failing to cite and reference ideas taken from other sources.
- Copying part, or all, of a source without in-text citations or references.
- Using an online translator to convert someone else's work and then claiming it as one's own work.
- Copying material from the Internet without citations or referencing.

Citing and Referencing Issues

This category includes incidents resulting from a misunderstanding of the rules and techniques of citing and referencing.

Examples

- Failing to include quotation marks around word-for-word quotes despite citing and referencing source(s).
- Forgetting to cite paraphrased passages taken from other sources
- Citing and referencing all sources but failing to include all the required citation or reference elements.
- Altering or inventing one or more facts, data, or references in an assignment.
- Citing references that you have not read.
- Citing a reference to support a point/idea that is not addressed in the reference cited.

Misrepresentation

Engaging in deception by falsifying information.

Examples

- Altering or falsifying medical, academic, or other documents or records.
- Misrepresenting the reason for requesting an extension on a test or assignment.
- Misrepresenting the reason for requesting an accommodation.
- Posing as another student to take an assessment or to complete an online course.

Other Forms of Academic Misconduct

- 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.



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- 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 wrongdoing, the instructor or faculty member will first contact and advise the student that an issue of academic wrongdoing 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



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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 the intention of completing 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 a 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.



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COURSE CATALOGUE

DISABILITY MANAGEMENT PRACTITIONER CERTIFICATES

The 25-course Disability Management Practitioner Certificate Program, when completed within 3 years, will provide a Certificate of Completion for the entire program which meets the education eligibility qualification to write the professional certification examinations (CDMP and CRTWC). To review descriptions of the 25 courses in the program, please refer to page 26.

The 25 courses have also been broken down into four certificates of 8 courses, each of which focuses on a key thematic area essential to effective disability management practice. Courses may appear in more than one certificate where their content is relevant to multiple themes.

Those students studying towards a certificate and who have previous education in a particular course subject area included in that certificate, may apply to obtain an exemption or prior learning assessment credit. For further details, please refer to page number 11 for Exemption and PLAR.

All courses are also available to be taken as independent courses.

To receive a Certificate of Completion for any of these certificates, all programs must be completed within three years with a passing grade of 60% or better.

CERTIFICATE IN RETURN-TO-WORK COORDINATION AND REHABILITATION (CRTWCR)

This certificate program provides skills and knowledge for planning and managing the return-to-work (RTW) process. It emphasizes rehabilitation, assessment, and workplace accommodation strategies.

This certificate is ideal for people entering the field of disability management who want a strong foundation in essential skills and knowledge; professionals in related areas—such as human resources or occupational health and safety—who want to expand their expertise in return-to-work; Practitioners seeking to review best practices and ensure their approaches are up to date.

- DMCCA – Effective Disability Management Programs
- DMCCB – Introduction to Return-to-Work Coordination
- DMCCC – Physical Impairments, Rehabilitation and RTW
- DMCCD – Mental Health Issues, Rehabilitation and RTW
- DMCCCE – Job Analysis
- DMCCF – The Role of Assessment
- DMCCR – Assistive Technology and Accommodation
- DMCCY – Managing the Return-to-Work Process



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CERTIFICATE IN WORKING WITH STAKEHOLDERS IN THE RTW PROCESS (CSWRTW)

This certificate focuses on the interpersonal and leadership competencies needed to facilitate return-to-work coordination. It includes conflict resolution, counseling, team facilitation, and inclusive communication strategies.

Disability management involves a wide range of stakeholders—from the individual worker experiencing impairments due to injury or illness to human resources professionals, supervisors, treatment providers, and others. This certificate is designed for anyone seeking to strengthen their skills in communicating and collaborating with the people and groups involved in the return-to-work process, and other staff members.

The certificate provides general skills which are then applied to disability management. An understanding of group processes helps at the DM program level and overall organizational level.

- DMCCB – Introduction to Return-to-Work Coordination
- DMCCG – Communication and Interviewing Skills
- DMCCCH – Interviewing and Helping Skills
- DMCCCK – Introduction to Conflict Resolution
- DMCCCM – Problem-Solving with Groups
- DMCCCO – Disability and Diversity in the Workplace
- DMCCCP – Disability Management from a Human Resources Perspective
- DMCCCS – Managing Change

CERTIFICATE IN DISABILITY MANAGEMENT LAW, POLICY, AND ETHICS (CDMLPE)

This certificate equips practitioners with the legal and policy framework to manage workplace disability issues. It covers employment law, human rights, labor relations, insurance systems, and professional conduct.

Workplace disability management is shaped by a complex framework of federal and provincial laws and regulations. This certificate is for anyone who wants a clear understanding of how these rules—covering areas ranging from hours of work, privacy, the duty to accommodate, discrimination, the continuation of the employment relationship during and after disability leave, and accessibility—affect every stage of the disability management process. Participants will also learn how to translate legal and regulatory requirements into practical workplace policies and procedures that support compliance, fairness, and ethical practice.

- DMCCA – Effective Disability Management Programs
- DMCCI – Legislation and Disability Management
- DMCCJ – Workers' Compensation and Return to Work
- DMCCCL – Insurance and Other Benefits
- DMCCN – Disability Management in Unionized Organizations
- DMCCP – Disability Management from a Human Resources Perspective
- DMCCW – Injury Prevention and Health Promotion



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- DMCCX – Professional Conduct

CERTIFICATE IN DISABILITY MANAGEMENT PROGRAM ADMINISTRATION AND EVALUATION (CDMPAE)

This certificate emphasizes program planning, evaluation, and continuous improvement in disability management. It covers job analysis, data, outcome measurement, injury prevention, and education.

This certificate is for DM/RTW practitioners who are responsible for developing, managing, or improving a disability management program. It's ideal for those who have moved beyond individual return-to-work planning into roles that focus on the program's organizational fit - collaborating across departments to ensure the program operates effectively and supports the organization's goals. Participants will explore topics ranging from budgeting and decision-making to orienting new employees and evaluating whether expected outcomes have been achieved.

- DMCCA – Effective Disability Management Programs
- DMCCE – Job Analysis
- DMCCF – The Role of Assessment
- DMCCQ – Management and Organizational Skills in Disability Management
- DMCCS – Managing Change
- DMCCCT – Evaluating Disability Management Programs and Assessing RTW Processes
- DMCCU – Marketing and Education in Disability Management and Return to Work
- DMCCV – Information Management

CONSIDERATIONS FOR CHOOSING A CERTIFICATE

If you're a new/prospective student, you may wonder which certificate is best for you. Our suggestion is if you're new to disability management/return-to-work and want the most broadly useful, practical start — begin with Certificate in Return-to-Work Coordination and Rehabilitation (CRTWCR). It gives core, hands-on skills you'll use immediately and helps you decide which specialization to take next. You can use the following questions to help you consider where to start:

1. Do I need hands-on RTW skills to do my job? → Yes: CRTWCR.
2. Is my role about bringing people together, identifying needs and negotiating return plans? → Yes: CSWRTW.
3. Do I advise on policy, or handle claims, or need to reduce legal risk? → Yes: CDMLPE.
4. Do I need to be aware of legislation and regulation in carrying out disability management or return to work responsibilities or am I involved in writing policies that might have a foundation in legislation and regulation? → Yes: CDMLPE.
5. Am I (or will I be) responsible for designing, improving, measuring, or reporting on a DM program? →

Yes: CDMPAE.



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SUGGESTIONS FOR SEQUENCING

The certificates you choose will depend on the areas in which you wish to build expertise or to review and update skills and knowledge. You may wish to:

- Pair CRTWCR with CSWRTW to build foundational RTW skills with strong communication abilities.
- Pair CDMPAE with CDMLPE to blend program administration with legal/policy expertise.
- Combine CRTWCR with CSWRTW with CMLPE for a strong foundation in RTW and awareness of the legislative and regulatory challenges that can arise in RTW planning and implementation.
- Combine CRTWCR → CSWRTW → CDMPAE to obtain a well-rounded body of skills and knowledge moving from frontline skills to people management and then to program leadership.

FURTHER SUGGESTIONS FOR SEQUENCE:

- Students should start with CRTWCR for a strong practical RTW foundation, pairing it with CSWRTW to build stakeholder and communication skills, or with CDMLPE if legal and compliance knowledge is a priority. For those aiming at leadership, the strongest combination is CDMPAE + CDMLPE, blending program administration with legal/policy expertise.
- A well-rounded 3-certificate sequence is CRTWCR → CSWRTW → CDMPAE, moving from frontline skills to people management and then to program leadership. Managers who need to step into oversight roles quickly might prefer CRTWCR → CDMPAE → CDMLPE.
- If your goal is to complete all four, the most logical progression is CRTWCR → CSWRTW → CDMLPE → CDMPAE, ensuring you build practical, interpersonal, legal, and strategic capabilities in a natural order that maximizes both job readiness and career advancement.

COURSES IN THE DISABILITY MANAGEMENT PRACTITIONER CERTIFICATES

Disability Management Practitioner 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 implement and administer disability management programs. Courses within these certificates may be taken independently or with the goal of completing a certificate; completion of all four certificates makes the student eligible to take the Certified Disability Management Professional (CDMP) exam, which leads to the professional designation of CDMP.

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.

DMCKK – 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



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to the table to discuss and define the problem and, as interests are identified, considering ways to increase 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



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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 provider.

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



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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

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, planning, implementation, monitoring and adaptation, and evaluation is examined.



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WORKPLACE HEALTH CERTIFICATES

CERTIFICATE IN MANAGING CHRONIC AND EPISODIC HEALTH CONDITIONS IN THE WORKPLACE

Approximately half of working Canadians live with a chronic or episodic health condition such as anxiety, back pain, diabetes, cancer, or other long-term conditions that fluctuate over time. While these conditions can significantly affect individual wellbeing and financial security, they also have substantial implications for workplaces—contributing to productivity loss, presenteeism, absenteeism, turnover, and increased disability-related costs. Despite their prevalence, chronic and episodic conditions can be challenging to address at work. Many are invisible and undisclosed, and they vary in intensity and impact over time. This certificate examines effective strategies that disability management and other health professionals and workplace leaders can use to support workers with chronic and episodic health conditions in jobs.

The certificate consists of eight modules that explore practical, evidence-informed approaches to supporting employees with chronic and episodic health conditions. The modules cover topics such as accommodation, accessing complimentary resources, privacy and disclosure, and the integration with prevention and health promotion programs.

Each module requires an estimated ten to twelve hours of study, completed over the two weeks of course activities and assignment completion. The certificate should be finalized within three years. Learners who have previously completed eligible chronic and episodic health courses may have those modules grandfathered into the certificate.

To receive a Certificate of Completion for this program, the 8-modules must be completed within three years with a passing grade of 60% or better.

DMCS 650 CHRONIC AND EPISODIC HEALTH CONDITIONS IN THE WORKPLACE

Some chronic and episodic health conditions appear to have little impact on individuals and their capacity to work, while others may seem to signal an end to working life. Whatever the condition and effects, with support most workers can continue to be productive and can usually progress in their careers. This module provides an overview of chronic and episodic health conditions, their impact on work, and the role of the disability management professional in assisting workers who are dealing with such conditions. It provides people with responsibilities for workplace health with approaches that can be used to retain workers and mitigate the effect of chronic and episodic health conditions on work performance.

DMCS 655 DEALING WITH BACK DISORDERS IN THE WORKPLACE

Back pain is endemic in the workplace and is a significant cause of absenteeism and presenteeism. It may be disclosed, with workers being open about their condition, or undisclosed, when workers either put up quietly with discomfort because they interpret it as being a normal experience or they fail to mention it because of concerns about continuing employment. Given that back disorders affect the physical and emotional wellbeing of workers leading to lowered productivity and lost time, the acquisition of the skills and knowledge to prevent injury; to support worker health and fitness through wellness promotion; and to assist workers through return to work and remain at work programs yields significant dividends. The



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purpose of this module is to provide disability management, wellness, occupational health and safety, and human resources professionals with information that will help them support workers who are experiencing back pain.

DMCS 660 CANCER AND WORKER SUPPORT

Although cancer treatments have improved and many people who have incurred cancer are treated and remain cancer-free for the rest of their lives even as their condition is monitored over time. A worker with a cancer diagnosis faces several hurdles. Some may want to continue with all or part of their job because it helps them focus their attention on things other than their illness. Others may feel too exhausted or too sick to work. For the workplace, the question is how to accommodate a worker who may be away from work for periods of time, and who may need adaptations to their job when they are at work—and how to provide services that can assist them in dealing with the emotional impact of their condition. The purpose of this module is to provide an overview of the challenges that workers who are dealing with cancer incur and how they can be supported in the workplace by disability management professionals and others.

DMCS 665 PAIN AND WORKPLACE SUPPORT

Most adults will experience pain of some sort at some time. Not only can pain impair the ability of individuals to participate in a wide range of activities, but pain experienced by people in the workforce can result in presenteeism and lowered productivity. If pain reaches a debilitating level, workers may leave their jobs.

However, in many cases, workers experiencing pain simply grin and bear it or use over-the-counter medications to ameliorate it—until they can't. The purpose of this module is to 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.

DMCS 670 UPPER BODY INJURIES IN THE WORKPLACE: REPETITIVE STRAIN, AWKWARD POSTURE, AND OTHER HAZARDS

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. They may emerge over a period of years and are a major cause of workplace disability. The purpose of this module is to provide participants with an understanding of how workplace factors can contribute to upper limb disorders. The knowledge and skills explored should help you to work with treatment providers and other stakeholders to develop work accommodations that will enable the person with upper body injuries to remain at work or return to work after an injury. You'll explore what is needed to be helpful to workers and managers through consideration of some of the more common impairments to the upper body.



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DMCS 675 EFFECTIVE WORKPLACE RESPONSES TO AN AGING WORKFORCE

The workforce is aging. The percentage of older workers (defined as those 55 and older) is increasing in Canada and many other countries for a variety of reasons. Workplaces that are responsive to the needs and common attributes of older workers will be better placed to support their productivity and maintain the required number of appropriately skilled employees. This course will explore changing workforce demographics, the aging process and its effect on work capacity, the benefits and challenges presented by an older workforce, factors related to whether older workers stay at work, and strategies for responding to physical and psycho- social impairments that may be correlated with aging.

MCS 680 SUPPORTING WORKERS WITH CHRONIC AND EPISODIC MENTAL HEALTH CONDITIONS

Supporting workers with mental health conditions—many of which are chronic and/or episodic—can be challenging. These conditions are often invisible, undisclosed, and sometimes undiagnosed, making it difficult for workplaces to recognize them and respond appropriately. This course examines the etiology, workplace-related indicators, and treatment approaches associated with common mental health conditions encountered at work.

At the individual level, the course explores how employees can be encouraged to seek assistance and how appropriate accommodations, referrals to treatment, and self-management supports can be put in place. It also examines the value of collaboration with prevention, occupational health and safety, and workplace wellness programs. At the organizational level, the focus is on creating a workplace culture in which mental health challenges are understood, supported, and not stigmatized.

MCS 685 CAPSTONE: CHRONIC & EPISODIC HEALTH CONDITIONS IN THE WORKPLACE

The capstone module integrates condition-specific knowledge covered in earlier modules with a whole-organization approach to workplace health. Participants will explore how knowledge of best practices, development of policies that facilitate staying at work and return to work, awareness and shaping of an empathetic workplace culture, and continuing evaluation of the workplace situation in regard to chronic and episodic health conditions, can lead to positive outcomes, influencing retention of employees, recovery and productivity.

DISABILITY MANAGEMENT FROM AN HR PERSPECTIVE CERTIFICATE

Human Resources Management Professionals play a role in ensuring that workers with the skills and work capacity to productively carry out the work of their organization are available. Many of the traditional human resources functions such as provision of benefits and insurance and recruitment and training involve aspects of disability management. Human resources practitioners may be directly or indirectly involved in return-to-work planning.

This eight-course certificate program is designed for human resources management practitioners with disability management responsibilities and focuses on knowledge and skills that they use when workers incur disabilities.

(Participants who have taken similar courses in the Disability Management Practitioner Program may use up to two of those modules towards their certificate.)

To receive a Certificate of Completion for this program, the 8-modules must be completed within three years with a passing grade of 60% or better.

DMHR 550: INTRODUCTION TO DISABILITY MANAGEMENT FROM A HUMAN RESOURCES PERSPECTIVE

This course provides an overview of disability management from a human resources perspective. It explores the field of disability management, the goals of a disability management program, and the key concepts that underlie an effective disability management program. Disability management is a broad area that includes not only return-to-work coordination but also the interactions among return to work and rehabilitation, compensation, prevention and health and wellness prevention programs.

Human resources professionals will gain an understanding of the linkages between human resource management and disability management; the benefits that DM programs bring to both the organization and worker; and the steps needed to develop or improve a program.

DMHR 555: JOB ANALYSIS FOR HUMAN RESOURCES MANAGERS WITH DISABILITY MANAGEMENT RESPONSIBILITIES

Job analyses are fundamental to human resources management, and they inform most other HR practices. They are also critical for return to work or disability management processes. A comprehensive job analysis provides insight into the tasks and behaviors that comprise a job; the knowledge, skills, abilities and other characteristics (KSAOs) required for the job; performance standards, as well as the physical, cognitive and psychosocial demands of the job. A completed job analysis can be an effective tool to assist with injury prevention strategies, return-to-work planning and job accommodation.

This course covers the creation and interpretation of job analyses and describes how job analyses can be used not only in traditional HR responsibilities such as recruitment, training, and compensation but can also contribute to maintaining a healthy and productive workforce.



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DMHR 560: INTRODUCTION TO EVIDENCE-BASED DECISION MAKING (EBDM)

Human resources management, which includes a role in the workplace health areas of disability management, occupational health and safety, and health promotion, has a more strategic approach today in focusing on the needs and priorities of the organization. This shift demands HR managers understand the broader business and organizational contexts of employment and work activity and collaboratively devise solutions to address related challenges. Critical to this is the capacity for effective decision-making rooted in credible evidence.

This course outlines the process of evidence-based decision-making (EBDM) and its merits, particularly within the context of disability. Participants will work through a straightforward model for implementing EBDM. The course includes strategies to identify both internal and external data sources that provide credible evidence, and in some cases to develop reliable data when a novel or unexpected problem arises. Students will find out how to recognize and surmount common barriers to EBDM within an organization.

DMHR 565: LEGISLATION & DISABILITY MANAGEMENT FOR HR PRACTITIONERS

Many workplace policies have a foundation in legislation and regulation including occupational health and safety requirements, minimum standards of employment, designated work holidays, equity, accessibility, and work retention and reintegration after injury or illness. Human resources managers draw on their knowledge of federal and provincial laws, and in some cases, international obligations in developing policies and procedures.

This course provides an overview of legislation that impacts the workplace response to disability and reviews relevant legislation and how it is applied, including the duty to accommodate workers with disabilities. Also addressed is the HR role in communicating legal obligations to workers, supervisors, unions, and other stakeholders; and generally contributing to organizational practices that ensure the workplace is complying with legislation. Frequently HR practitioners are involved in determining the requisite components of an accommodation when individual workers need a plan for returning to work.

DMHR 570: MANAGING CHANGE FROM AN HR AND DM PERSPECTIVE

Human resources practitioners have commonly been involved in change management processes when economic factors and technological advances have impacted areas such as worker recruitment and retention. Increasingly, workplace health programs such as disability management, occupational health and safety, and health and wellness promotion that support the capacity of employees to contribute in the workplace are receiving attention. The ability to manage change in these areas has become more important.

This course will explore how theories of change are applied in the workplace, both in terms of organizational change and personal change, with a specific focus on disability management. The topics covered include the steps involved in most change management models, strategies for overcoming resistance to change and other barriers to change, the role of change agents, effective communication, and processes for evaluating whether a change was successful.



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DMHR 575: COMMUNICATION AND INTERVIEWING SKILLS FOR HR AND DM

Disability management and human resource professionals must build and maintain relationships with managers, supervisors, labour representatives, workers with disabilities, treatment providers and others. This course provides a foundation for effective communication with stakeholders, needed to coordinate disability management interventions and services at a worksite.

Course participants will consider how context and environment influence communication and will review interpersonal communication skills that, when put together, form the basis of effective interviewing and group facilitation. These skills include listening, questioning, paraphrasing and summarizing, and non-verbal communication. During the week of study activity, these skills will be applied from the perspective of return-to-work coordination.

DMHR 580: HR ROLE IN RETAINING WORKERS EXPERIENCING MENTAL HEALTH CHALLENGES

This course will focus on the role of human resources and disability management professionals in retaining workers with mental health challenges and in optimizing worker capacity in a time of technological, economic, and evolving pandemic-related change. Both a systematic process for the retention and reintegration of workers experiencing negative mental health conditions and the policies, procedures, and processes designed to create a psychologically safe work environment will be explored. Issues arising from disclosure and stigma as well as barriers and facilitators to return to work will be examined. The ongoing development of evidence-based tools to enhance practice decision-making will be considered. The intent is to assist HRM professionals in working with stakeholders to support overall workplace health and a steady recovery for the workers with disabilities with a mental health component.

DMHR 585 CAPSTONE COURSE: DISABILITY MANAGEMENT FROM A HUMAN RESOURCE MANAGEMENT PERSPECTIVE

This final course in the Certificate in Disability Management from a Human Resources Management Perspective brings the skills and knowledge acquired in the initial seven modules together and focusses on the interplay between human resources management and disability management. Participants will consider:

- The business case for disability management, including the legal, economic, and social reasons for effective disability management
- HRM practices that promote employee health, accommodation practices, and inclusivity, and prevent either disability or disability severity
- The relationship between disability management and human resources in the areas of recruitment and selection, training and development, performance management, compensation and benefits.



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EFFECTIVE WORKPLACE RESPONSES TO MENTAL HEALTH CERTIFICATE

The Effective Workplace Responses to Mental Health Certificate Program consists of eight courses addressing mental health aspects and provides a holistic approach to foundational and current challenges related to evolving societal changes, the realities of a global pandemic and resultant workplace challenges. Those whose responsibilities include disability management, return to work, human resources and health and safety are on the front lines as mental health conditions represent the greatest proportion of disability management claims.

To receive a Certificate of Completion for this program, the 8-modules must be completed within three years with a passing grade of 60% or better.

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, the course is 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,



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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.



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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 750, 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.



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SPECIAL TOPICS AND ADVANCED COURSES

DMCS 400 CDMP EXAMINATION PREPARATION WORKSHOP

This examination preparation workshop provides a structured, competency-based review of the core domains assessed on the CDMP examination. Drawing directly from the CDMP Examination Blueprint and Occupational Standards, the course focuses on how key concepts are tested, how exam questions are constructed, and how candidates can approach both independent and case-based multiple-choice questions with confidence. Emphasis is placed on applied reasoning, legislative interpretation, and practical decision-making, consistent with professional disability management practice.

DMCS 450 EMPLOYER RETURN-TO-WORK OBLIGATIONS UNDER BILL 41 CHANGES TO THE BC WORKERS COMPENSATION ACT

The Government of British Columbia has recently enacted amendments to the workers' compensation legislation aimed at providing greater clarity and reinforcement of the obligations placed upon organizations in facilitating return to work (RTW) for employees who have sustained mental or physical injuries or illnesses resulting from workplace activities. The Workers Compensation Amendment Act (No. 2) came into effect on January 1, 2024. This legislation introduces two new obligations for both workers and employers: the duty to collaborate and the duty to sustain the employment of an injured worker.

The primary objective of this module is to offer guidance to organizations in British Columbia to prepare for the imminent changes to the British Columbia Workers Compensation Act. These amendments are poised to have a significant impact on professionals specializing in disability management, potentially necessitating adjustments to the employer's return-to-work processes and the provision of information to injured workers.

DMCS 600 - UNDERSTANDING RECONCILIATION AND INDIGENOUS RELATIONS

Understanding the journey toward reconciliation is essential for building respectful, inclusive workplaces. There have been considerable shifts in the relationship between the Canadian Government and First Nations peoples that have had an impact on the way that all citizens participate in our society. During the past century, many interventions have hindered First Nations' ability to benefit from what the country, for which they were the founding people, has to offer. This course explores the historical context of the First Nations in Canada and clarifies the need for reconciliation, and the steps we can take toward meaningful change.

DMCS 630 MANAGING GRIEF AT WORK

Managing Grief at Work is a practical, grief-informed module designed for disability management practitioners. It recognizes the universal experience of grief and the reality that grief is often present in the workplace— affecting concentration, productivity, communication, attendance, and team dynamics. Often there is little direction on how to navigate grief in the workplace.

This module explores the disability manager's role in responding to effective communication, navigating accommodation, and supporting return-to-work planning with both compassion and accountability.



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Disability Managers can help organizations create space for compassion, leading to improved engagement, retention, and psychological safety in the workplace. Through real-world scenarios and reflective practice, learners will build confidence implementing sustainable grief-informed practices that support employees while strengthening organizational culture.

DMCS 705 MENTAL HEALTH AWARENESS: PROMOTING WORKER RESILIENCE

This module explores mental health in the workplace, including conditions commonly experienced by workers such as anxiety and depression. It looks at both how to support individuals whose well-being may be declining and how organizational environments can influence mental health.

Individual supports, which may include stay-at-work and return-to-work strategies such as adapting job tasks, providing tools that reduce job strain, and helping employees connect with appropriate resources, are considered. Responses that can include reducing psychosocial risks and improving how work is organized and managed are identified.

The module also examines approaches that help all employees build skills and resilience so they can better handle life's challenges as well as the importance of creating a work culture in which stigma is decreased and understanding is enhanced.

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 DM professionals 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.



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DMCS 740 – LEVERAGING AI IN DISABILITY MANAGEMENT: PRACTICAL APPLICATIONS FOR ENHANCED EFFICIENCY

Disability management practice involves handling a large volume of notes: claims calls, multidisciplinary meetings, policy documents, workflows, follow-up calls, and more. This three-module course is designed to equip disability management professionals with the foundational knowledge and practical skills necessary to leverage AI tools to enhance their efficiency. Participants will gain insights into existing AI applications, learn how to responsibly integrate AI into their workflow, and develop hands-on competencies to create customized AI solutions tailored to their unique needs. Each of the three modules in the course will require an average of 12 hours per week over a three-week period. In addition to learning from the course manual, videos, and readings related to the topic, participants will take part in two hands-on labs via Zoom, engage in online discussion forums and complete two assignments. Participants will receive temporary access to any AI applications that are required to complete the course.

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 and require an estimated 22 hours of study activity; it 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).