

MJOT

Maltese Journal of Occupational Therapy

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Issued by the Maltese Association of Occupational Therapists.

Special Issue No. 11

November 2002

Message from New WFOT President

Kit Sinclair

I have a vision. We have a vision. The World Federation of Occupational Therapists will be a cohesive international organization and the key international representative for occupational therapists worldwide. It is a shared vision of promoting health and participation for all people equally in society—a theme that was present throughout our recent Congress in Stockholm. Yes, we have issues to address. We need to raise our profile internationally and have everyone in the world and in every community, know what occupational therapy is, and we can do it!

I wish to thank Carolyn Webster and the past Executive for moving us to this point in our restructuring of the Federation. Carolyn showed the warmth and caring, the ability to present the dynamic face of our profession while still valuing the uniqueness and contribution of every member. The organizational restructuring has already shown effect. I also wish to thank the Programme Coordinators and every member of WFOT for working together so hard toward our achievements. We have a great number of initiatives that have come or are coming to fruition. Our new Minimum Standards for the Education of Occupational Therapists has just been ratified at Council 2002. Our website is constantly evolving. OTION is an initiative set up by interested individual members of WFOT. Our WFOT documents and website are now translated into the official languages and are continuing to be translated into other languages around the world, thus allowing us to be more inclusive.

The WFOT2002 Congress is a visible demonstration of the positive developments that are taking place in our dynamic Federation. I look forward to playing a part in facilitating the ongoing work towards meeting our objectives. I also wish to acknowledge our new Executive as we enter a new cycle. We celebrated our 50th anniversary at the Congress and you could feel the energy and vitality of this dynamic organization. Our amazing founding mothers who started the legacy with humour and warmth, provided us with a firm footing 50 years ago in Sweden. Our occupational therapists continue to carry the

Federation forward with commitment and energy. New organizational members are joining the Federation at every Council Meeting. They bring with them their experience, their culture, their skills and expertise. It is wonderfully exciting to gain new members, the latest being Latvia, Italy, Tanzania and Thailand, as full organization members. Our Federation values what everyone contributes. It is about sharing and learning from each other, which were well demonstrated in our WFOT Congress in Sweden.

I am very privileged to be part of the World Federation and proud to be an occupational therapist.

Kit Sinclair

President

July 2002

PS: If you wish to learn more about me please visit my homepage:
www.rs.polyu.edu.hk/kit

WFOT FEEDBACK SESSION

Introduction – Joanna Chetcuti MAOT President

Good Afternoon and welcome to the WFOT feedback session. Whilst we have prepared a full programme today, we wish that today's session will be an informal one where we will give you a chance to ask questions or seek more information.

As many of you may know, 10 Maltese attended the WFOT 13th Congress entitled Action for Health in a New Millennium held in Stockholm, Sweden held in June 2002. This consisted of 5 students and 5 qualified staff. When one considers our occupational therapy population, it comes as no surprise that other countries were very impressed with the Maltese turnout since it represented a very high percentage of staff and students.

The Conference week was filled with various opportunities:

- To network with foreign teaching institutions, hospitals and colleagues.
- To listen and share ideas on occupational therapy practice
- To hear from different and innovative practice areas.

But finally to be proud of our profession here in Malta. One Keynote speaker, Dr. Lena Borell (who was the first Occupational Therapist in Europe to achieve a Doctorate in Occupational Therapy in 1992) impressed me during her talk since she spoke about how far OT has moved and about instilling 'hope' in our therapists.

If there is one thing I would like to have brought back from the conference, it is this hope. When attending such a conference, one feels that Malta is on the right track in spite of our everyday problems. Culturally we tend to hold ourselves in low esteem and often (as Maryanne Sacco always tells us) start a sentence with 'the problem is...'. It is important for us to realise that there are countries worse off than us where the profession is still developing and there are countries much more advanced than us but that we are on the right track. With this I leave you in the capable hands of our speakers.

PRE-CONGRESS WORKSHOP 4

Evidence Based Practice – Impetus for the Research Oriented Clinician

Presenters: *Beverlea Tallant, Ph.D., O.T. (C) and Erika Gisel Ph.D., OTR, erg. McGill University Canada.*

Day Workshop: *Saturday June 22: 10:00 – 16:30*

Venue: *Stockholm City Conference Center, Norra Latin*

Abstract

Occupational therapists are called upon more and more to base their practice on evidence that supports the effectiveness and efficacy of their interventions. To do so, the clinician must be an astute research consumer.

Therefore, the purpose of this workshop is to introduce the experienced clinician to the methodology of the scientific process, by examining selected articles from the occupational therapy research literature. The following points will be addressed:

1. problem statements
2. choice (s) of methodology to address problems
3. results, interpretation of statistical analysis and
4. interpretation (s) of findings in a discussion.

Each point will be addressed in lecture format, followed by a practice session of the participants.

Following this course, participants will be able to critically read the literature and have a beginning knowledge of how to apply information from the scientific literature to their field of practice.

25th Council and 13th Congress Meeting

MISSION STATEMENT

The WFOT promotes Occupational Therapy as an art and science internationally. The Federation supports the development, use and practice of occupational therapy worldwide, demonstrating its relevance and contribution to society.

▷ **WFOT strategic plan 2000-2006.** This includes the WFOT mission statement, beliefs and objectives as well as the vision and aims of the five programme areas that the WFOT operates upon.

- New revised minimum standard
- Discussion within regional groups.

New countries were accepted as full members (Italy, Thailand, Namibia, Latvia & Czech Republic).

▷ Executive gave a detailed report of their work during the last two years.

- ▷ 4 programme areas
 - Education and Research
 - International Cooperation
 - Promotional and Development
 - Standard and Quality
 - Promotional material questionnaire

M'Anne Sacco - Peterson won WFOT Thelma Cardwell Award for her research.

Well done

2736 participants from over 70 countries (250 students)

- ▷ 1,709 papers were submitted
- ▷ WFOT banquet; 750
- ▷ Welcome reception; 1,752
- ▷ City hall; 2,100
- ▷ Jubileum concert; 663
- ▷ Fishing competition; 75
- ▷ loss of 1, 398 148 SEK

Future Meetings

- ▷ COTEC meeting in October, 2002.
- ▷ Council meeting 2004 Cape Town, South Africa.
- ▷ Council and Congress meeting in 2006, Malaysia.
- ▷ To submit a proposal to host 2008 executive & council meeting in Malta.

Promotional Material : Questionnaire and results

**Demis Cachia - Delegate M.A.O.T.- Project leader in
Promotion and Development Program**

During the last World Federation of Occupational Therapy (W.F.O.T.) council meeting held in Sapporo, Japan 2002, the publication committee decided to form a promotional material questionnaire. This was formulated and distributed to all delegates present during the council meeting. The aim of the questionnaire is that of having a general overview on how national associations promote Occupational Therapy in their native countries. This will help the W.F.O.T. to have a general idea on the types of promotional material that exist and how national associations promote Occupational Therapy. It is also aimed to highlight the needs/ ideas that various associations have regarding this matter.

Introduction

During the year 2001, I received 26 questionnaires back (out of 50), mainly by mail. Some were also received via e-mail.

Question 1

Do you have any promotional material in your country/ local association? Yes or No

All questionnaires received, said that they have promotional material in their country. In fact none of the responses said that they don't have any promotional material. As we shall see, these vary from one association to another. The reasons for this will also be discussed below.

Question 2

What kind of promotional materials do you have?

- **Leaflets:** The most common form of promoting OT is through the publication and distribution of leaflets. In fact, 21 out of 26 respondents publish leaflets. These are mostly published yearly, but some associations also publish them monthly and/ or quarterly. Examples are "Introducing O.T.", O.T. in general, pediatrics, geriatrics, psychiatrics, orthopedic, neurology, "Code of ethics" (OTEC), and leaflets of regional associations or specific groups.

- **Journal:** 19 responded that they promote O.T. through Journals. These are mostly being published monthly, every three months, twice a year, or on a yearly basis. Examples are “ErgoTherapy”, “AJOT” and “BJOT”.
- **Newsletter:** 17 said that they promote O.T. through newsletters. These are published on a regular basis. Examples include “OT insight”, “OT news” and seasonal newsletters (e.g. Easter and Christmas newsletters).
- **Books:** 12 associations publish books. These vary from one association to another. Financial limitations are hindering some associations in producing such books. Examples are the “Review for OT certification exam”, “How to live with a total knee replacement”, “Guidelines and standards”, “OT practice in various areas” and “Professional competence programme”. Larger associations publish a catalogue of the more recent books published.
- **Others:** The following are also used to promote O.T.: T-shirts, OT bags/ sacks, stickers, pins, mugs, post cards, notepads, openers, pens, CD, videos, and watches. Promotional packages to members are also being given to members in most associations.

Question 3

Do you have any promotional activities?

24 said that they have promotional activities. Only 2 national associations (out of 26) don't have any promotional activities. However, they are planning to do so in the near future.

Question 4

What kind of promotional activities do you have?

- **O.T. day/ month / week :** Occupational therapy day seems to be the most common form of promoting our profession. In fact 10 respondents said that they promote OT on a specific day of the year. Two associations have an O.T. month and two have an O.T. week.

- **Study mornings/ seminars:** 11 associations hold regular study mornings/ seminars for both Occupational Therapists and the general public on a regular basis.
- **Public lectures:** 7 responded that they carry out public lectures to lay persons outside the hospital.
- **Others:** Other promotional activities include: -
 - Media advertisement (TV, radio, newspapers column/ release, articles),
 - Various exhibitions
 - Workshops/ refresher courses
 - OT forum
 - OT congress/ conference
 - Through Home Page
 - Campaigns/ press conference
 - OT directory service

Question 5

What is the evaluation you made from these promotional activities?

Most of the responses were negative. In-fact many associations have not carried out research to study their effectiveness/ impact. Few associations said that they found promotional activities helpful in promoting OT, but they did not say how the research/ evaluation was carried out (the BAOT for example do a yearly report). Many mentioned that they need help in the evaluation.

The following are some comments mentioned in the questionnaire: -

- Help to increase public awareness on OT.
- Increase demand on OT services.
- Help to improve quality of life in terms of daily living activities.
- Help to keep the spirit of the O.T.'s up (serves to motivate O.T.)
- Increases number of students

Question 6

Do you find any difficulties to produce any promotional materials in your country/ local association? What are these difficulties?

- As one might expect, the main problem is financial limitations. Small associations find it hard to spend money on promotional material due to financial restrictions.
- Printing materials are expensive, therefore one is producing little or none.
- Some find it difficult to develop and produce such material.
- Lack of resources including lack of personnel.
- Lack of energy and enthusiasm from its members mainly because they all work on a voluntary basis.
- Some find it difficult to express a concept in a few words/ simple language.
- Lack of sponsorship.

Question 7

What kind of help would you need from the WFOT regarding promotional materials?

- To act as a resource center were one can get ideas from (sharing of material).
- To have samples on various promotional material and activities that are being produced in local associations.
- Information sharing on material available/ ideas— via Internet or a network.
- To produce videos/ slides/ photos on the various organizations and settings where O.T. services are available.
- To increase its (W.F.O.T.) promotional material e.g. having more posters, a better home page and more books.
- Some wish that W.F.O.T. upgrade its homepage on a regular basis and make it more attractive.
- On the other hand, few associations said they don't need help from W.F.O.T.

Question 8

What is the budget you would allocate to promotional materials?

National associations are spending more money on promotional materials, however this varies according to their yearly budget. Large associations spend much more compared to smaller associations.

Question 9

What do you wish to produce in the future?

Many associations wish to produce a lot of promotional material, but this is limited due to lack of funds. Many wish to produce a video, to publish leaflets, to create a website and to publish more cards and other commercial items. Associations also wish to be able to give a promotional package to new members. A particular association said that they wish to see a “White paper” on what OT’s do and where (type of setting) they work..

Question 10

Language

Preferably the use of the native language will reach a wider spectrum of people.

Conclusion

The above report is a summary of the questionnaires received from 26 national associations. Many points and ideas came out from this exercise which I hope, will help to create an insight on how important it is to promote our profession. Of course, there are many problems in doing so, especially when the national associations are small and have little resources.

I hope that this report will be discussed in the publication committee again in the next council meeting to determine the next step. The possibility of a follow up can be done, however, in doing so we need your help/ support. Do not hesitate to contact us on this matter.

Student Day and more

As Theresien and Maria Daniela have explained Student Day has given us a great opportunity to get in contact with future OTs around the world. Thanks to Student Day we could easily recognise each other at the congress. The Swedish occupational therapy students organised a picnic for all the students on Wednesday 26th June. The message about the picnic was passed round by word of mouth. The picnic was a great success as it enabled us to get to know the students on a personal level. We got to know more about their life, their country as well as the areas they would like to specialise in after they graduate. The Swedish students tried to involve us in a traditional game which resembles baseball... hopefully I will never have to play this game again. Telling you I was hopeless at it would be an understatement. On the last day of the congress all the students wrote their email address and area of interest at the reception desk and the list was mailed to us last week.

The People who helped us

Since it was our first time at a WFOT Congress, being with people who have already experienced it, such as Maryanne Sacco Peterson, Demis Cachia and Mr. Busuttil was a real help. Maryanne Sacco Peterson introduced us to many OTs we have only heard about in books. Their humility was admirable. Maryanne also gave very useful suggestions about the sessions we should not miss, especially those regarding our continuing education. Demis Cachia helped us understand the Congress Programme and gave us useful tips about how to get around. Mr. Busuttil gave us a helping hand making sure we experienced the WFOT Congress to the full.

The Exhibition

During the week of the congress an important exhibition was arranged at the congress venue, Stockholm International Fairs. 59 companies and organisations from all over the world displayed products and services within the field of occupational therapy. The exhibitors included Occupational Therapy Associations from different countries such as America and Japan, companies displaying their latest products such as splinting material and different equipment which can be used in treatment, as well as companies selling books and journals.

The Posters

The poster presentations were, in my opinion, a very important part of the congress. The authors were at their poster during the assigned sessions and they were all very eager to explain their studies and the implications of their findings. The topics were various and ranged from the effectiveness of standardised assessments with different populations to very interesting topics unique to our profession such as 'How do we keep our male students?'

One particular poster presentation which I found really interesting was entitled '*Braiding Test: A method of evaluating the remaining ability in the elderly with severe dementia.*' The author gave anyone who was interested in her research a Braiding Test Kit which included a manual as well as the tools, that is the coloured cords required to administer the test. The author was also very willing to give a detailed explanation regarding this test. Braiding is a familiar activity all over the world as hairdo. The author has developed a new method of evaluating the remaining ability in the elderly with severe dementia. The subjects are given a set of three cords – red, yellow and blue, and instructed to braid them. The performance was graded into 5 steps of instructions given to the subjects before starting braiding. The five steps are the following:

- Step 1 Cord was shown and the subject starts braiding by verbal instructions given*
- Step 2 The subject starts braiding after seeing a sample*
- Step 3 The subject starts braiding with new cords after practice following a demonstration*
- Step 4 The subject cannot start with new cords, even though he/she has practiced, following a demonstration*
- Step 5 The subject does not participate in braiding*

The braiding test is quick and safe to perform and most of the subjects are pleased to braid. The reliability and validity of the Braiding Test were examined. The test-retest reliability and inter-rater reliability were sufficient. According to Spearman's correlation coefficient, the correlation between Braiding Test and 6 standard evaluating scales for elderly were statistically significant. With the Braiding Test, subjects with severe dementia could be divided into 4 grades. The Braiding Test is useful for evaluating elderly persons with severe dementia.

Students Forum

Group Discussions

Introduction

In her message to occupational therapist, Carolyn Webster, President of the World Federation of Occupational Therapists (WFOT) stated “Occupational Therapists are now part of a global community of professionals who interact with each other in many ways”. The 13th WFOT congress was indeed one of the outlets that enabled occupational therapists and occupational therapy students to share experiences and ideas.

Group Discussions

Group Discussions were organised after each of two presentations. Each group consisted of about twelve students each coming from different countries. My colleagues were from United Kingdom, Norway, Swede, Russia, Korea and Japan. Some students were reading for a diploma, others for a bachelors degree, while some others for a masters or doctoral qualification. The discussions mainly focused on the differences and similarities found across various countries in the occupational therapy profession and courses.

Differences and Similarities in the OT profession.

Initially, the group focused on the role of occupational therapy within the health care team. It was noted that in various countries such as Italy and Russia, occupational therapy is still in its infancy and few professional and people know what occupational therapy services involve. The importance of the multidisciplinary team was highlighted in our discussions. Most of the students present in the group remarked that the medical model is still predominant in various hospitals, thus, at times hindering the interdisciplinary team from reaching its desired goals. However, the degree of influence varies from country to country. The relationship between occupational therapist and other professions was also mentioned. All group participants stated that occupational therapy borrows knowledge

from other fields such as medicine and physical therapy and at times even the techniques used overlap. This, at times, confuses professionals and clients in differentiating between occupational therapy and physiotherapy. The degree of truth in stating that physiotherapists treat lower extremities and occupational therapists treat upper extremities was also discussed. Moreover, it was noted that all countries were aiming at evidence-based practice, especially in the United Kingdom whereby insurance companies continuously seek to reduce treatment expenses. The unbalance between the number of male and female occupational therapist was also discussed. This fact seems to concern many and during the week, a poster was specifically put up on this issue while various presenters mentioned it in their session or workshop. Work opportunities were also discussed and students from Norway, Sweden and UK seem to have the widest choice.

Differences and Similarities in OT courses.

The length of the occupational therapy courses offered varies from country to country. Some are three years long while others are four year. On the other hand, in some countries, the occupational therapy course is offered at a postgraduate level. For example, a paediatrician in Russia claimed that first she had to first graduate as a medical doctor and then start reading for a post graduate qualification in occupational therapy. The methods of learning also vary. Some students said that their university uses Problem Based Learning (PBL) for their entire course. This learning approach encourages students to engage in self-directed learning. Other students stated that, like us, Maltese students, their university uses PBL in a limited number of credits. On the other hand, other universities do not use PBL at all. It was claimed that PBL has various advantages such as making a student more responsible for his or her own learning. However, all the students in my group concluded that PBL should not be used in all credits. Some students also claimed that they only learn one model of practice during their studies. However, this has some disadvantages included less knowledge and less scientific basis to back up the treatment. We also discussed our methods of assessment. It seems that there is great emphasis on written examinations. However, the number of exams that a student has to sit for during each year varies. The length and topic choice for the dissertation also varies. Moreover, we could notice that the time spent in fieldwork training is mostly less

Assessment

Both pathways are assessed by written assignments that aim to link theory with practice and can be related to the specific interests of the individual student. There are no examinations.

Entry Requirements

You must be a qualified healthcare professional for the Health Studies pathway and a qualified Occupational Therapist for the Occupational Therapy pathway. For the Health, Occupational Hazard and Risk Management pathway you must be a qualified professional or manager with 2 years experience of related work. Two years professional experience on all pathways would be an advantage.

Funding for the course

Students fund themselves or apply for sponsorship. Overseas students can apply for a scholarship.

Start Date

October each year.

Enquiries to

Department of Postgraduate Studies, St Loye's School of Health Studies, Millbrook House, Millbrook Lane, Tapsham Road, Exeter, Devon EX2 6ES, UK

Tel: + 44 1392 219774 Fax: + 44 1392 435357
loyespg@exeter.ac.uk

If you would like to see more detailed information about the pathways and modules, visit our website www.ex.ac.uk/stloyes

Pathway Fee

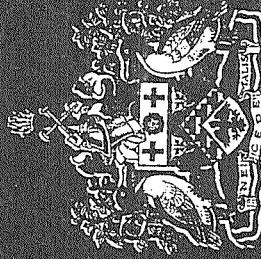
UK	£2,290 per annum
Overseas	£2,950 per annum

**MSc in Health Studies
MSc in Occupational Therapy
MSc in Health, Occupational Hazard and Risk Management**

(*subject to validation*)

About St Loye's School of Health Studies

Postgraduate Department



St Loye's School of Health Studies was founded in Exeter in 1944. It offers a range of undergraduate and postgraduate degrees validated by the University of Exeter. Postgraduate degrees include the MSc in Occupational Therapy, MSc in Health Studies and MSc in Health, Occupational Hazard & Risk Management. St Loye's also offers a range of postgraduate modules that contribute to the continuing professional development of health and public service workers.

"The course has been excellent. It's been challenging at times, but with the guidance and excellent staff support, I can look back with some satisfaction that I matched the challenge. I've learnt so much - not just information but wishing to further their developing competencies, such as reflexivity and the ability to critique, that can only enhance my practice."

"The course in Health Studies is ideally suited to those wishing to further their education from all areas of the nursing based professions. It provides an excellent base which the individual can adapt and use within their own discipline."

MSc in Health Studies

MSc in Occupational Therapy
MSc in Health, Occupational Hazard

& Risk Management
(*subject to validation*)

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of
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St Loye's School of Health Studies

Postgraduate Department: MSc

Aims of the Master's Programme

The aim of the postgraduate master's pathways is to develop understanding, awareness, thinking, questioning and reasoning skills in order to enhance their efficiency, effectiveness and creativity in professional practice.

The MSc in Occupational Therapy is for qualified occupational therapists. The MSc in Health Studies is open to all health and social care professionals. The MSc in Health, Occupational Hazard and Risk Management is open to professionals and managers working in this field.

The pathways form an ideal stepping-stone for professionals who wish to develop as specialist practitioners, as well those who wish to move into education, service planning, research and management.

Programme Structure

You can register for either the MSc in Occupational Therapy pathway, the MSc in Health Studies pathway or the MSc Health, Occupational Hazard & Risk Management pathway.

Course Structure

All pathways comprise six modules that are normally studied over a period of two years with three modules being undertaken in each year. An extra year is permitted to write up the dissertation if required. All pathways share the core modules of Research Methods and Dissertation II.

Occupational Therapy Pathway,
This pathway is by distance education with three

short study blocks in Exeter over the two years. It aims to provide an advanced course in Occupational Therapy, covering contemporary issues and stimulating the application of up to date theory and research to your professional practice.

Health Studies Pathway

This pathway may be studied by attendance (numbers permitting) or by distance education and short study blocks. This course aims to be a multi-professional experience capitalising on the sharing of expertise between students. It is aimed at widening knowledge on contemporary issues in health and social care, challenging current practice and facilitating innovative service development.

Health, Occupational Hazard and Risk Management Pathway

This pathway is studied by distance education and a short study block. It aims to provide post-graduate education for professionals involved in rehabilitation for employment. This involves being able to assess different workplaces for potential hazards to health and ergonomic properties. It also involves being able to assess clients' functional potential and their needs in relation to employment demands. It will also enable the job and workplace to be designed to prevent hazards that could result in functional or health problems. The module enables students to fully comprehend the issues facing employers when identifying risk in the workplace and to make recommendations that are realistic and business focused. This pathway is subject to validation by the University of Exeter.

Modules

- Pathway Core Modules
(undertaken by all students)
- Research Methods
- Dissertation II

MSc Occupational Therapy

- Philosophy, Theory & Models of Practice in Occupational Therapy
- Assessment & Intervention in Occupational Therapy
- Dissertation I (Protocol)

plus a choice of one module from the following:

- Evidence Based Practice
- Philosophy, Policy & Practice
- Management, Resources & Education

MSc Health Studies

- Dissertation I (Protocol)
- Evidence Based Practice
- Philosophy, Policy & Practice
- Management, Resources & Education

MSc Health, Occupational Hazard and Risk

- (subject to validation)
- Management of Stress and Psychological Risk
- Management of Work-related Musculo-skeletal Disorders
- Health Promotion
- Rehabilitation & Case Management

All pathways have exit points at postgraduate certificate and postgraduate diploma levels.

than in Malta. However, most training is done during block placements. Some students are also asked to focus on one area only. This may result in less experience and decreased opportunity to view both the profession and client from a holistic approach.

General Remarks

We, Maltese students, concluded that occupational therapy in Malta is more advanced than in many other countries. We tend to compare ourselves only with the United States of America and United Kingdom. At times, we, Maltese occupational therapists and students are not self confident and lack self esteem because we represent a very small country. However, we felt proud to represent the Maltese occupational therapy profession in such an important congress. We, members of the occupational therapy profession, should be proud of the several milestones that we have reached in relatively few years. We should also thank the various therapists for their contribution to the occupational therapy profession.

Conclusion.

This WFOT Congress was surely an unforgettable experience for us, Maltese occupational therapy students. It was a great opportunity whereby, as the congress co presidents stated, we could learn, discuss, laugh, interact with each other and surely have a great time.



McGILL UNIVERSITY

School of Physical and Occupational Therapy

Recruitment of Junior or Senior full-time tenure or non-tenure track appointments

McGill University is situated in dynamic, multicultural Montreal in Quebec, Canada. The main campus, in the heart of the city, is set between beautiful Mount Royal and the St-Lawrence River. Not only is McGill an exciting place to work but the quality of life in Montreal with its easy accessibility to the surrounding countryside makes it an interesting and stimulating place to live.

McGill University is internationally recognised for its academic excellence and research, particularly in the health sciences. It attracts high calibre students and faculty from around the world.

The School of Physical and Occupational Therapy, as part of the Faculty of Medicine, is well known for its own excellent research and teaching programs in Occupational Therapy, Physical Therapy and Rehabilitation Science. In fact, the School established the first doctoral program in Rehabilitation Science in Canada and provides graduate education for students from diverse backgrounds.

We invite you to apply for junior or senior full-time tenure or non-tenure track appointments in our Occupational Therapy or Physical Therapy Programs. Preference will be given to occupational or physical therapists with a PhD in a related field. Postdoctoral training or a history of successful research funding will be given priority. Candidates should have a strong commitment to teaching at the undergraduate and graduate levels, and are expected to pursue an active, independent research program.

Qualified candidates should forward a letter stating their teaching and research interests, a curriculum vitae and names of three referees to:

Robert Dykes
School of Physical and Occupational Therapy
McGill University
3654 Promenade Sir-William-Osler
Montreal, Quebec, Canada H3G 1Y5

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Non-Canadians are also encouraged to apply. McGill is committed to equity in employment. These positions are subject to final budgetary approval.

Online
Master of Science in
Occupational Therapy



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<http://w3.fiu.edu/ot/online.htm>

For more information, contact:
Dr. Susan Kaplan

E-mail: kaplans@fiu.edu

Phone: (305) 348-3105



FIU

FLORIDA INTERNATIONAL UNIVERSITY
OCCUPATIONAL THERAPY DEPARTMENT
University Park, College of Health, Rm. 101
Miami, Florida 33199

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**ADMISSION
REQUIREMENTS**

To be admitted to the master's degree program students must

1. Hold a bachelor's degree from an accredited institution and have successfully completed an accredited curriculum in occupational therapy.
2. Have either a 3.0 GPA in upper division courses or a Graduate Record Exam (GRE) score of 1000 (verbal plus quantitative). The University requires that all students take the GRE.
3. Have completed a statistics course.
4. Provide 3 letters of reference, resume, summary statement of professional and educational goals.
5. Receive approval from the departmental graduate admissions committee.
6. International students are accepted subject to space and fiscal limitations. Students must have a bachelor's degree or equivalent in occupational therapy from an institution recognized in their own country as preparing students for graduate level study; academic eligibility for further study in their own country; demonstrated proficiency in the English language by a minimum score of 550 on the Test of English as Foreign Language (TOEFL).

ONLINE MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

The online MS degree in occupational therapy is a 36-credit master's degree.

The program is for CTRS, or students who are finishing the BS program in OT and are currently in their internships.

PROGRAM HIGHLIGHTS

- All courses are offered online via the web. There is no residency or on-site requirement.
- The program is designed for busy professionals with inflexible schedules.
- Students can attend classes at times that are convenient for them.
- Students can start any semester and proceed through at their own pace. However, it is recommended that students take two courses per semester, finishing the program in 2.5 to 3 years.
- There are 20 positions available for the first year of the program, beginning Fall 2002. Applications will be considered as they are received. The application deadline for Fall 2002 is June 1st, and the application deadline for Spring 2003 is October 1st.
- Tuition is \$850 for each course. The same rate applies to Florida residents, non-Florida residents, and international students.

CURRICULUM

<u>Occupational Therapy Core</u> (12 credits)	<u>Research/Project Core</u> (12 credits)	<u>Clinical Core Component</u> (12 credits)
<p>OTH 6009 <i>Current Theories of OT</i> OTH 6265 <i>Measurement and Assessment in OT</i> OTH 6215 <i>Advanced OT Intervention Strategies</i> OTH 6948 <i>Continuing Clinical Competence for OTs</i></p>	<p>OTH 5760 <i>Current Research in OT</i> STA 6166 <i>Statistical Methods I</i> OTH 6972 <i>Master's Project</i></p>	<p>Combination of occupational therapy and university electives in an identified area of clinical interest approved by the graduate coordinator. Students may use gerontology course credits toward a Graduate Certificate in Gerontology.</p>

RESEARCH COURSES

At The University of Sydney our graduate research programs will help you to develop your skills as an independent researcher. The core of all research programs is independent research and study leading to the production of a thesis.

There are three research programs to choose from ...

- Master of Applied Science (Occupational Therapy)
- Doctor of Philosophy
- Doctor of Health Science

Master of Applied Science (Occupational Therapy)

Master of Applied Science (Occupational Therapy) degree (MAppSc (OT)) is designed to provide an opportunity for advanced study, critical evaluation and research in specific areas of occupational therapy. The major requirement of the degree is a research thesis and students may be required to undertake graduate coursework considered necessary to their research thesis.

Entry requirements: A background equivalent to one of the following degrees from the Faculty of Health Sciences:

- ◆ Bachelor of Applied Science (Occupational Therapy)
- ◆ Graduate Diploma in Occupational Therapy
- ◆ Master of Occupational Therapy

Mode	Length
Full-time	(min) 3 - 5 years
Part-time	(min) 6 - 10 years
Off-Campus	(min) 6 - 10 years

Course fees: In 2000, the MAppSc (OT) degree is HECS exempt for three semesters full-time or three years part-time.

Applications are taken in the March and August Semesters.

Doctor of Philosophy

The Doctor of Philosophy (PhD) degree is awarded for a thesis considered to be a substantially original contribution to the subject concerned. Some coursework may be required, but in no case is it a major component.

Entry requirements: A master's degree or a bachelor's degree with first or second class honours.

Graduate Courses



International Student
International FEE \$1,000
Domestic \$1,000
Resident \$1,500

The University of Sydney



Doctor of Health Science

This new professional doctorate program is the Faculty of Health Science's latest contribution to meeting the needs of today's health professional. The Doctor of Health Science (DHlthSc) brings together opportunities to pursue high level rigorous scholarship directed towards advanced clinical practice.

Course Design: The program is designed to be equivalent to three years full-time study and consists of one-third coursework and two-thirds thesis.

Entry requirements: A master's by research or a bachelor's degree with first or second class honours with a minimum of three years recent full-time experience in the health field.

Mode	Length
Full-time	(min) 3 - 5 years
Part-time	(min) 6 - 10 years
Off-Campus	(min) 6 - 10 years

Course fees: In 2000, the DHlthSc degree is HECS exempt for seven semesters full-time or seven years part-time.

Applications are taken in the March and August Semesters.

FOR FURTHER INFORMATION ABOUT GRADUATE COURSES CONTACT

Graduate Officer
School of Occupation and Leisure Sciences
Faculty of Health Sciences, The University of Sydney
PO Box 170, Lidcombe NSW 1825
AUSTRALIA

Phone: +61-2-9351.9210 Fax: +61-2-9351.9197
Email: OLSinfo@cchs.usyd.edu.au

You can also find us on the Web at
<http://www.ot.cchs.usyd.edu.au/>

Come and study with us at The University of Sydney ...

The School of Occupation and Leisure Sciences at The University of Sydney is the foundation school for occupational therapists and diversional therapists in Australia. The School offers undergraduate and graduate coursework and research programs and has more than 750 students enrolled in study programs.

Our programs allow you the freedom to choose not only the units of study that interest you but also the structure of your study program.

COURSEWORK PROGRAMS

The School's coursework programs provide the opportunity for occupational therapists to undertake postgraduate study relating to their professional area.

There are three coursework programs to choose from ...

- Graduate Certificate of Health Science
(Occupational Therapy)
- Master of Health Science
(Occupational Therapy)
- Master of Health Science
(Occupational Therapy) Honours

Graduate Certificate of Health Science (Occupational Therapy)

The Graduate Certificate of Health Science (Occupational Therapy) course will give you the opportunity to concentrate on a specialist practice area or to choose units of study from several practice areas. The course is offered: full-time over one semester; and part-time over two semesters.

To complete the graduate certificate award you need to choose units of study that total 24 credit points and it is possible to have the graduate certificate awarded with a designated specialist area of study. A specialty is achieved when 18 of the 24 credit points completed has a common theme. When you graduate you will receive a certificate to indicate the specialist focus of study. Additional units of study may be selected from any of the School's graduate units or from electives taught across the Faculty.

If you have already completed relevant postgraduate study outside the School, it is possible to apply for credit transfer once you have enrolled in the course. Approval for credit transfer is granted by the Head of School and can account for up to a maximum of 50% of the course, that is 24 credit points for the Master's by coursework.

As the graduate certificate course articulates with our Master's by coursework program, you can transfer all the credit points completed in the graduate certificate toward the Master's by coursework degree if you subsequently enrol in that course.

In 2000, the course fee for the Graduate Certificate of Health Science (Occupational Therapy) course was \$3,600 for local students (subject to yearly budget approval).

Master of Health Science (Occupational Therapy) Honours degree

Candidates in the MHealthSc(OT) Pass course who have received Credit grade or better in all units of study and a Distinction grade or better in at least two units of study may be invited to complete the additional honours requirement of a dissertation.

To complete the Master's by coursework degree you need to complete 48 credit points of study. This course consists of three topic areas: Topics in Theory; Topics in Research; and Professional Practice Topics. You would be required to complete a minimum of 6 credit points from Topics in Theory and a minimum of 6 credit points from Topics in Research.

As with the graduate certificate it is possible to have the Master's degree awarded with a designated specialist area of study. A specialty is achieved when 24 of the 48 credit points completed has a common theme and is subject to the availability of specialist units. When you graduate you will receive a certificate to indicate the specialist focus of study. Additional units of study may be selected from any of the School's graduate units or from electives taught across the Faculty.

If you have already completed relevant postgraduate study outside the School, it is possible to apply for credit transfer once you have enrolled in the course. Approval for credit transfer is granted by the Head of School and can account for up to a maximum of 50% of the course, that is 24 credit points for the Master's by coursework.

The University recognises academic excellence and high achievement in coursework and this degree may be awarded "with Merit" on graduation.

In 2000, the course fee for the Master's by coursework degree was \$7,200 for local students (subject to yearly budget approval).

To complete the graduate certificate award you need to choose units of study that total 24 credit points and it is possible to have the graduate certificate awarded with a designated specialist area of study. A specialty is achieved when 18 of the 24 credit points completed has a common theme. When you graduate you will receive a certificate to indicate the specialist focus of study. Additional units of study may be selected from any of the School's graduate units or from electives taught across the Faculty.

To complete the Honours degree you need to complete the Pass degree (48 credit points) plus the Dissertation (12 credit points). The completion of the Dissertation would extend the Pass degree candidature period by: one semester full-time; or 2 to 3 semesters part-time.

In 2000, the course fee for the Master's by coursework honours degree was \$9,000 for local students (subject to yearly budget approval).

Occupational Therapy

Through Distance Learning



NOVA
SOUTHEASTERN
UNIVERSITY

Fort Lauderdale, Florida



18,000 students and is the largest independent institution of higher education in Florida. It ranks 25th in the size of its graduate programs among the 560 universities in the United States with graduate programs and 10th among dependent universities. NSU awards bachelor's, master's, educational specialist, doctoral, and first-professional degrees in a wide range of fields. It has an

undergraduate college and graduate tools of medicine, dentistry, pharmacy, occupational therapy, physical therapy, physician's assistant, public health, radiometry, law, computer and information sciences, psychology, education, business, zoanography, and humanities and social sciences.

CREDITATION

Occupational Therapy Department is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 5720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. Telephone: 301-652-AOTA.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone 404-679-4501) to award bachelor's, master's, educational specialist and doctoral degrees.

STATE OF NONDISCRIMINATION

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

For further information contact:

Occupational Therapy Department
Nova Southeastern University
Health Professions Division
3200 South University Drive
Fort Lauderdale, Florida 33328 USA
(954) 262-1242 or 1-800-356-0026 Ext. 1101
fax: (954) 262-2290
e-mail: jmoore@nova.edu
admissions: shearn@nova.edu

Visit our web site:

<http://www.nova.edu/ot>

Empower Yourself with the Knowledge, Confidence, and Credentials of a Leader.



Earning your doctorate prepares you to assume larger leadership roles and gives you parity with our nation's health care and public policy decision makers. More than ever before, our profession needs therapists who are prepared to be active participants and powerful advocates for authentic occupational therapy at the tables where decisions are being made. The areas stressed in our doctoral programs - leadership, advanced practice, entrepreneurship, and research - prepare you to become a dynamic leader in health care, education and public policy.

Earn Your OTD or PhD at NSU.



NSU is a recognized pioneer in distance education, and in 1997 Forbes magazine ranked NSU as one of the nation's top 20 cyber-universities. NSU was the first university in the nation to offer an occupational therapy doctoral degree program in an online format. Scores of occupational therapists have participated in our doctoral programs and are assuming leadership positions within the

profession. The Occupational Therapy Department offers two avenues for doctoral study: the practice doctorate, Doctor of Occupational Therapy (OTD) and the research doctorate, Doctor of Philosophy (Ph.D.). Applicants with a bachelor's or master's degree may be accepted for either of these doctoral programs. See our web site for details (www.nova.edu/ot).

Our distance learning doctoral programs make it possible for you to earn your doctorate with minimal time away from home or work.

- Take two on-line courses (6 credits) per semester.
- Complete class work from your own home or office via readings, writing, practicum experiences, on-line assignments, chats and other forms of communication.

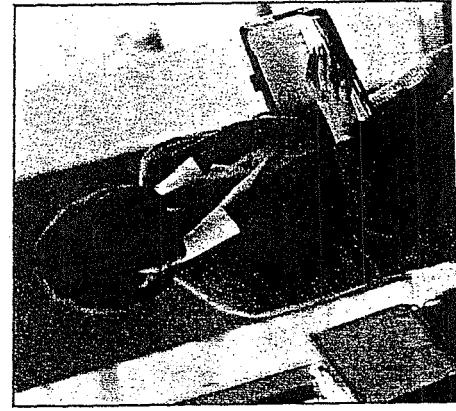
NSU Offers Two Quality Distance Learning Doctoral Programs.

The doctoral curriculum is organized into the major areas of Leadership, Advanced Practice, Entrepreneurship, and Research. This diverse course of study prepares the OTD graduate to develop and lead innovative programs and services in the community; establish an entrepreneurial private practice; serve as consultant to business, industry, judicial, educational and/or health care systems; move into political positions to influence public policy decisions; and direct occupational therapy and rehabilitation services in traditional arenas.



Knowledge
Confidence
Leadership

The Ph.D. degree program will also prepare you to exert leadership in advancing the knowledge base of the profession through independent clinical research, leadership on interdisciplinary research teams, and theory development. Ph.D. students spend two four-week summer sessions on campus in Fort Lauderdale, immersed in scholarly research activities. Faculty mentoring and daily interaction with other doctoral students provide the intensive learning environment necessary to develop scholarly researchers and academics.



A Sampling of Courses:
Leadership
Critical Thinking
Creative Leadership
Advanced Policy Issues in Occupational Therapy
Professional Presentation of Self
Entrepreneurship
Grant Writing
Community Program Development
Small Business Development
The Occupational Therapist as Consultant
Advanced Practice

Occupational Therapy
Continued on page 11

European Master of Science in Occupational Therapy

New educational opportunities...

**Validated by the
Dutch Validation
Council**



THE GROWING NEED FOR MASTERS IN OCCUPATIONAL THERAPY

During the last few years developments in society and in the profession have given rise to interesting challenges for occupational therapists. Governments are becoming increasingly aware that occupational therapy services can enhance the quality of life. At the same time, the European Union (EU) acknowledges the need for more equity of provision for disabled people. And the ongoing unification of Europe provides an ideal laboratory for the development of occupational therapy theory, because similarities and differences between cultures facilitate the study of effects of the environment in the shaping of human beings' occupational lifestyle.

In addition to those developments the ministries of Education of the European Union have agreed on harmonising higher education in Europe (e.g. Bologna declaration). They are promoting international exchange of knowledge, students and teachers.

The client demands high quality services geared to individual needs. This emphasis on quality care leads, throughout Europe, to an urgent need for occupational therapists who are able to evaluate, justify and innovate their practice. And with the increasing average age, numbers of disabled persons and those with chronic conditions, there is a need for highly qualified

therapists who are better equipped to deal innovatively with complex situations in care and health promotion.

As a result therapists need knowledge of and skills in research procedures and quality care. They need a broader vision and more awareness of the welfare system in Europe in general and of the situation of disabled persons in particular. Evidence-based practice is mandatory in order to give better service and to argue rationally and persuasively for financial resources, and to market professional skills as providers of rehabilitation.

These developments fostered the European Master of Science in Occupational Therapy. The idea of establishing a co-operation between European occupational therapy schools evolved in a spirit of co-operation and sharing through the experience of exchange programs between the occupational therapy departments of schools in Denmark, Sweden, Britain and The Netherlands. The concept was discussed and supported by ENOTHE, the European Network of Occupational Therapy in Higher Education. It has been supported by grants from Erasmus and continues to be supported by Socrates. The project has been 'ring fenced' for funding, and this in itself indicates the importance in which it is held by EU representatives.

responsible for the development of occupational therapy programmes and higher education. The validation of this masters degree is carried out by the Dutch Validation Council, an independent council authorized by the Dutch Council for Higher Education and the Dutch Ministry of Education and Science. This council has established an international committee which carried out the validation process.

This course offers you, the occupational therapist with professional experience, new possibilities. Because of the European focus on occupational therapy, you will be inspired to look at occupational therapy from a cross-cultural viewpoint. You will have the opportunity to design and conduct research on an occupational therapy subject. You will develop your analytical and clinical reasoning skills and learn to implement research outcomes. Your increasing knowledge and skills will enable you to grow professionally and the degree will open new career perspectives both in your home country and abroad.

OBJECTIVES

After qualifying for the masters degree you will:

- demonstrate a broad and deep vision of the European dimension of occupational therapy,
- be committed to improving and innovating practice and services based

on current theories of occupational theory, a deeper understanding of EU social and health care legislation and effective practice,

- be better able to determine the fundamental issues within occupational therapy,
- be able to innovate teaching and learning in occupational therapy in European countries, and help future occupational therapy students cope

with change using innovative philosophy of education,

- apply scientific methods in practice, and critically appraise strategies which enable practitioners to manage change and promote quality care,
- initiate and co-operate in joint research projects within Europe,
- possess cross-cultural competence, and be able to evaluate the effects of different cultures on health.

TEACHING AND LEARNING STRATEGIES

The overall strategies are problem based. All participants are mature students with considerable professional experience. By valuing the experience

you bring to the course and by tutoring you while you shape the direction of your own development, student-centred learning becomes a reality rat-

her than a lip-service. You play a key part in directing your own learning, taking full responsibility for it. Thus you will be prepared for life-long learning.

APPLICATION FORM AND FURTHER INFORMATION

You can obtain further information by contacting one of the participating schools. An application form can be obtained from the administrative office of the Academy for European

Masters Degree Study in Occupational Therapy at the Hogeschool van Amsterdam in The Netherlands. All the necessary addresses and phone numbers are given below.

Further information about the masters degree and an application form can also be found on internet: www.ergo.hva.nl/masters/ or by using the card in this brochure.



Hogeschool van Amsterdam
Institute of Occupational Therapy
Ms Astrid Kinébanian, M.Sc.
P.O. Box 2557
1000 CN Amsterdam
The Netherlands

Telephone + 31 20 652 12 71
Fax + 31 20 652 11 41
Internet www.ergo.hva.nl/masters/
E-mail a.kinebanian@ergo.hva.nl



School of Occupational Therapy and Physiotherapy
Karen Winding, MSG
Troensevej 13
DK-4700 Naestved
Denmark
Telephone + 45 55 73 94 00
Fax + 45 55 77 24 50
Internet www.naestergfys.dk/
E-mail karen.winding@naestergfys.dk
(general information about the School of Occupational)

STRUCTURE OF THE COURSE

The total study load is 1680 hours. The course takes approximately two years part-time. The programme is built up of four modules and a dissertation. You will study in different countries. Each participating occupa-

tional therapy school is responsible for the development of a particular module, including administration, teaching and assessment.

The programme's research compo-

ment is an integral part of all modules. A presentation of the research outcomes during a conference in Amsterdam, will conclude the module. The figure below shows a general overview of the course.

Figure: Course overview of the European Master of Science Degree in Occupational Therapy

Module 1 Sweden	Module 2 Denmark	Module 3 The Netherlands	Module 4 United Kingdom	Module 5 Own Country
Scientific theory and method in occupational therapy	Occupational therapy in the European context	Human occupation in Europe	Evaluating occupational therapy in Europe	Implementing occupational therapy research in Europe
Research methods overview	Literature review	Data collection and analysis exercise	Research proposal	Implement project Write dissertation Present results in Amsterdam
Classes in September	Classes in November	Classes in February	Classes in May	Second year Presentation in September

THE MODULES

Module 1: *Scientific theory and method in occupational therapy*

This module prepares you for designing and conducting research. You will consider the boundaries of what constitutes research into the subject of occupational therapy and will begin to formulate your own research questions. You will practise quantitative and qualitative research techniques, look at the range of research designs, practise data collection methods and data analysis and learn to evaluate research papers from other disciplines. You will also be introduced to the concept of change management. Each subsequent module will reinforce these research skills and introduce new ones, following the sequence of the research process.

Module 2: *Occupational therapy in Europe*

Here you advance your understanding of how welfare, social and health care systems are organised in Europe, and how occupational therapy fits into these systems. The accent will be on the different forms of occupation (survival tasks, productive activities, and leisure/social pursuits) as important determinants of health and well-being, including treatment modalities, as agents to maintain health, and as forms of health promotion. You will study European social and health policy and legislation for people with disabilities, which can be compared with that in your home country. You will compare social and living conditions within Europe, in relation to roles, tasks and activities, and relate them to patterns of health and health breakdown in Europe. The research aspect consists of a literature review, thus advancing your research skills of literature searching, selection and analysis.

Module 3: *Human occupation in Europe*

This module incorporates the study of humans as occupational beings and, in particular, the effects of culture on the ontogeny of occupations. Europe being a crucible for studying the effects of physical resources, socialisation, religion, roles and habits on human occupational patterns. The concept of using occupations to maintain health and to alleviate some forms of ill-health began in Europe's ancient civilisations. Its historical development is traced within the different countries, and compared with other continents. You will explore the different philosophical approaches to occupational therapy within the countries of Europe, and the varied use of models of human occupation worldwide. The research aspect of this module is practice in gathering and analysing qualitative data concerning culture and occupation.

Module 4: ***Evaluating occupational therapy in Europe***

During this module you will increase your awareness of the diversity of treatment modalities and assessments used within occupational therapy in Europe, and seek evidence of the effectiveness of these interventions. You will choose one domain of occupational therapy (e.g. maintaining daily life skills in persons with dementia) and study an aspect of occupational therapy in that area in a particular country. The use of standardised

assessments for measuring change, and the concept of audit and quality monitoring will be addressed. The research aspect of this module is planning research and evaluating practice through the development of a research proposal.

You will carry out the project you proposed in module four, analyse the data, interpret the outcome and evaluate it in terms of real-life feasibility, in other words: management of the change process. You will present your findings in written and oral form. Although the entire module involves practice in research methods, you will at the same time be refining your scientific writing skills and your conference presentation techniques.

Module 5: ***Implementing occupational therapy research in Europe***

In this module you will carry out applied research on a complex problem within occupational therapy.

ASSESSMENTS

The first three modules will be

assessed by two papers of 3000 to 4000 words each. Module 4 is assessed by one assignment: the research proposal. The dissertation will consist of one

article for publication (4000-6000 words) and an introduction and conclusion to the research (4000 words).

TRAVEL ABROAD AND ACCOMMODATION

During the first year you are required to travel four times to attend classes in the country that is conducting the module (see course overview). Each trip will last ten days.

First you will visit the Swedish capital Stockholm, then Naestved near Copenhagen in Denmark, followed by Amsterdam in the Netherlands. The

fourth module is in Eastbourne/Brighton, United Kingdom. Presentation of the research findings will take place at a conference in Amsterdam, The Netherlands.

This gives you the opportunity to visit several exciting European cities. Each city has a lively cosmopolitan atmosphere and a rich cultural life

with dozens of museums, theatres, music events and other social hot spots.

You are responsible for organising your own accommodation during the period abroad. Of course the organising schools can provide advice and assistance in finding suitable accommodation. At the moment we are exploring the possibilities of obtaining funding for students' travel and accommodation expenses.

STAMP
HERE

Hogeschool van Amsterdam
Institute of Occupational Therapy, A. Kinébanian
European Master of Science in Occupational Therapy
P.O. Box 2557
1000 CN AMSTERDAM
The Netherlands

LENGTH OF STUDY, STUDY LOAD AND CREDIT POINTS

The masters degree course lasts two years, part time. The total study load is 1680 hours. You are expected to reserve 20 hours a week for study. Each module consists of 210 study hours: 40 hours pre-course work in your own

country, 60 hours course work in one of the countries delivering the module and 110 hours self-directed study and assessment in your home country. The study load of the fifth module, the dissertation, is 840 hours.

The total number of credit points is 60 ECTS, European Credit Transfer System, which is equivalent to 42 Dutch, 40 Swedish and 40 Danish credit points.

COSTS

The masters degree course costs NLG 19,500. This is equivalent to

about Euro's 8,848; GBP 5,430; DKK 65,195. This is exclusive of travel and accommodation expenses and the cost of books.

ADMISSION

Admission will be open to all occupational therapists in Europe with a bachelor's degree in occupational therapy and two years of experience.

When you only have a diploma from an occupational therapy school approved by the World Federation of Occupational Therapy, but don't have a degree, the board of the Academy for European Masters Degree Study in Occupational Therapy will examine your case individually and consider whether you have attained the required level through previous work or study, and can be regarded as having

qualifications equivalent to a bachelor's degree. The Academy will take the official comparison of diploma's and degrees, carried out by the competent authority in the Netherlands into consideration.

Applicants will be required to write a four page essay concerning their motives for applying for the course. Essays will be judged on:

- proficiency in written English,
- interest in research in occupational therapy and/or occupational therapy education,
- interest in interdisciplinary co-operation,
- evidence of innovation or develop-

ment in the occupational therapy profession,

- evidence of applicants' own recent development in using occupational therapy concepts.

Twenty students will be admitted and there will be a quota for students from different countries. A mixture of students of different nationalities is essential to the course rationale and this will be taken into consideration by the selection committee. Those otherwise satisfying the criteria will be placed on the waiting list for the following year.

I am interested in the European Master of Science
Occupational Therapy.
Please send me an application form.

Name m/f

Address

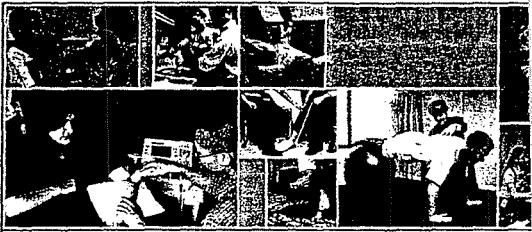
City

Country

Postal code Phone

E-mail

Post-Graduate Certificate in Rehabilitation



A 5-course, graduate-level, **online** professional development program with courses developed in Canada by The University of British Columbia (Vancouver, BC) and McMaster University (Hamilton, Ontario).

Are you an occupational therapist, physical therapist or another rehabilitation practitioner looking for advanced courses that can be taken while working full-time, from anywhere in the world?

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- Education from accredited Canadian universities with outstanding rehabilitation programs
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Visit the program Website
<http://rhsc.det.ubc.ca> for more
program, course and registration
information.

McMaster
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THE UNIVERSITY OF
BRITISH COLUMBIA



University of Southampton

SCHOOL OF HEALTH PROFESSIONS AND REHABILITATION SCIENCES

Faculty of Medicine Health and Biological Sciences
University of Southampton

REHABILITATION SCIENCES
AND
HEALTH PROFESSIONS

A close working relationship between the Schools of Medicine, Nursing and Midwifery and Psychology
enables us to offer a broad, interdisciplinary modular programme. For the award of MSc (180) credits
you will study two modules in research methods (40 credits), a core module in your chosen
speciality (40 credits) and two optional modules (20 credits each) followed by a supervised research
project in your chosen area (60 credits). The Postgraduate Diploma (120 credits) is awarded for the
completion of six taught modules, or you can study any of the modules as a stand alone course.
Courses are offered full-time - 15 months or part-time - between two and five years.

Taught Postgraduate Courses at the School of Health Professions and Rehabilitation Sciences provide
opportunities to study for a Postgraduate Degree while continuing with your professional career.

- MSc Rehabilitation Science - offering
- offering a choice of Core modules
- in rehabilitation and skill
- acquisition, respiratory therapy or
- neuromusculoskeletal
- physiotherapy
- MSc in Management of Diabetes - offering core modules in diabetes management of diabetes and diabetes services
- MSc in Management of Childhood Disability - offering core modules in multidisciplinary therapy and
- MSc in Management of Children - child development
- Healthcare law and ethics
- Neuropsychology
- Psychosocial aspects of health and disability
- Social context of health
- Infection therapy
- Principles of rehabilitation
- Health and social care policy

Optional Modules include:

Health and social care policy

Principles of rehabilitation

Infection therapy

Social context of health

Psychosocial aspects of health and disability

Healthcare law and ethics

Neuropsychology

Social context of health and disability

Principles of rehabilitation

Infection therapy

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Psychosocial aspects of health and disability

Healthcare law and ethics

Neuropsychology

Social context of health and disability

Principles of rehabilitation

Infection therapy

Health and social care policy

Principles of rehabilitation

Social context of health

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