

Our History

**An Account of the Development of the
School of Occupational Therapy
from 1971-2012**

at

The University of Western Ontario

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Second Edition**

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Part One

1971 to 2007

Part One
1971 to 2007

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**The University of Western Ontario
School of Occupational Therapy
Developmental Timeline**
(updated to 2012)

- September 1971
 - first students admitted to BScMR(OT) in Faculty of Medicine, 20 in year 1 and 9 in year 2
 - program located in Dental Sciences Building
- February 1972
 - degree designation changed to BSc(OT)
- September 1972
 - 25 students admitted
 - temporary relocation to Middlesex College
- December 1973
 - official opening of space in LLG Dental Sciences
- September 1973
 - 35 students admitted
- Spring 1974
 - first students graduated (original 9 admitted to year 2)
- March 1975
 - first accreditation visit from CAOT (recommended full accreditation)
- September 1976
 - admission increases to 37 students
 - 4 year program with honours standing
- 1977
 - curriculum revised
- 1981
 - second accreditation visit from CAOT (received maximum award of 5 years)
- 1984
 - move from Faculty of Medicine to Faculty of Applied Health Sciences
- 1986
 - third accreditation visit from CAOT (received maximum 5-year award)
- 1987
 - curriculum change to 1 year in Science or Social Sciences and 3 years in occupational therapy program
- 1989
 - MSc began with one student (R. Leyshon)
- 1991
 - fourth accreditation visit from CAOT (received maximum 7-year award)

Developmental Timeline (continued)

- 1991
 - move to Elborn College
 - 47 students admitted
- 1993
 - accredited by Ontario Council on Graduate Studies (OCGS)
- 1996
 - no students admitted to professional program this year
- 1997
 - curriculum change from 4 year undergraduate program to 2-year post degree program with a BSc(OT) designation (no grads)
 - major curriculum revision and move to occupation-based curriculum
 - fifth accreditation visit from CAOT (received maximum 7-year award)
- 1998
 - became part of new Faculty of Health Sciences
 - MCISc Program implemented
- 1999
 - first evidence-based conference
 - first graduates of master's program (MCISc) (September 1997 class was grandfathered into MCISc Program)
 - received full accreditation from OCGS
 - PhD in Rehabilitation Sciences began and was available to those with an MSc degree with laddering possible for MCISc
- 2000
 - accredited by OCGS
- 2003
 - designation change to MSc(OT) degree
- 2004
 - sixth accreditation visit from CAOT (received maximum 7-year award)
- 2005
 - 50 students admitted
- 2006
 - 52 students admitted
 - accredited by OCGS
 - MSc program discontinued
 - Master's and PhD field in occupational science began
- 2007
 - 55 students admitted
- 2011
 - seventh accreditation visit from CAOT (received maximum 7 - year award)
 - MSc(OT) curriculum updated
 - MSc(OT) / PhD program began

Introduction

The University of Western Ontario's Occupational Therapy Program has a proud history of development and significant achievements. However, prior to this text, there had not been a formal history of the School compiled to facilitate an understanding of the historical roots of this program and its major milestones. Thus, a student of the 2004 graduating class began researching the chronological history of the School by searching for information in the archival section of the D.B. Weldon Library at The University of Western Ontario. Drs. Sumsion and MacKinnon have continued this work with the assistance of many valuable informants. This story is based on information available to the authors and as a result, may not be totally comprehensive. Some sections are well supported by data and philosophical thinking, while others lack this rich support. Overall, this volume is presented as an initial attempt to record our significant historical and philosophical roots with the hope that subsequent authors will build on this foundation.

In the Beginning (1970 – Summer 1975)

The Canadian occupational therapy schools have a long history of development. "Formal education programs in occupational therapy began in 1918, with a six week program at the University of Toronto" (Lall, Klein & Brown, 2003, p. 153). In the 1950s, the University of Toronto, and McGill University created a 3-year diploma program in Physical and Occupational Therapy (Lall et al. 2003). By the late 1950s and 1960s, several other universities began establishing occupational therapy programs. These were the University of Manitoba in 1959, The University of British Columbia in 1961, Queen's University in 1967, and the University of Alberta in 1969. To complete the picture, it is noted that the first students were admitted to the

University of Laval in 1968, Dalhousie University in 1982, Université de Montreal in 1984, University of Ottawa in 1987, and McMaster University in 1989. Yet, despite the increasing number of programs in Canada, there still remained a shortage of occupational therapists. For example, there were 374 practitioners in Canada in 1969 and an estimated requirement of 1,190 (17 per 100,000 population minimum requirement) (Council of the Faculty of Medicine, 1970). Thus, it became evident that a program at The University of Western Ontario would be beneficial.

The Medical Rehabilitation Program of the Faculty of Medicine at The University of Western Ontario considered a program in Occupational Therapy in 1968. However, it was believed that it would be another two to three years before the program could be implemented. During the 1969-1970 academic school year, an advisory committee (see Appendix A) was struck and subsequently prepared a proposal to implement a program in Occupational Therapy. The advisory committee members consisted of representatives from the following areas: Health Sciences, Graduate Studies, Psychology, Psychiatry, Community Medicine, Physiology, Sociology, Physical Medicine and Rehabilitation, Paediatrics, Anatomy, Occupational Therapy Services of London Psychiatric Hospital, Nursing, a clinical Occupational Therapist, and the chief instructor of the proposed Program of Occupational Therapy. The following is based on Steve Trujillo's recollections:

Dr. Peter Cameron was a psychiatrist and he went to some extraordinary lengths to make sure that the three programs (Occupational Therapy, Physical Therapy and Speech Pathology/Audiology) were as autonomous as possible within the Faculty of Medicine. There were lots of discussions across Canada about what was the appropriate organizational structure for Schools of Rehabilitation. Many of them became programs under the Faculty of Medicine. There was a discussion whether being a program in Medicine was to our advantage or not. Apparently it wasn't an either or situation but Doctors Peter Cameron and Douglas Bocking, Dean of Medicine, were very supportive that the programs get solid base funding to develop independent structures, and encouraged or actually required the teaching

departments of medicine, anatomy for example, to provide excellent teaching to the three programs (S. Trujillo, interview, November, 2005).

In 1970, the Occupational Therapy Program began development under the auspices of the Medical Rehabilitation Program. The Medical Rehabilitation Program was connected to the Faculty of Medicine and would include communication sciences, occupational therapy, and physical therapy (Council of the Faculty of Medicine, 1970).

In June 1970, the Faculty of Medicine presented the Advisory Committee's proposal to Senate for the implementation of a Program in Occupational Therapy. The proposal consisted of recommending a four-year Baccalaureate program under the Faculty of Medicine with honours standing although it was not deemed an honours degree. The first class of students could begin in September of 1970. Student admission was based on the Ontario Grade 13 requirements, or another Baccalaureate degree, with the degree designation being a Bachelor of Science in Occupational Therapy. Four weeks of supervised fieldwork hours, between the third and fourth years, were mandatory (Council of the Faculty of Medicine, 1970). Other aspects of the written proposal included trends in Occupational Therapy, definition of Occupational Therapy, and the history of the profession.

In the proposal, it was estimated that the future staff requirements entailed one of each of the following: assistant professor of applied behavioural sciences, assistant professor of applied therapeutics, lecturer in paediatrics, lecturer in psychiatry, lecturer in medical and surgical conditions, and a lecturer in community programs. In addition, six clinical instructors and special lecturers would be appointed as required. There would also be a secretary and a director (Council of the Faculty of Medicine, 1970).

In this proposal, it was also noted that the "Ontario Department of Health [had] approved a grant over a three-year period, to assist in the establishment and development of the program"

(Council of the Faculty of Medicine, 1970, p. 36). The grant would cover the funding for four full-time and one part-time faculty, a secretary, laboratory equipment and some travel (Council of the Faculty of Medicine, 1970). It was anticipated that the Program of Occupational Therapy would have its own budget within the overall budget for the health science programs.

“In January, 1970, Mrs. Margaret F. Trider was appointed Assistant Professor and began planning the new program in Occupational Therapy” (Bocking, 1970, p. 59). Mrs. Trider consulted with other faculty members from a variety of disciplines and Directors from other schools of Occupational Therapy in regard to developing the curriculum (see Appendix B). The proposed curriculum was divided into four years. The first year included introductory biology, psychology, sociology, an elective, and an overview of the philosophy and history of occupational therapy. In the second year, the students studied child psychology, psychology of individual differences, sociology of social problems, anatomy, neuroanatomy, physiology, and a course in theory and practice of occupational therapy. The third year involved choosing one of sociology of the family, psychology of exceptional children, or sociology of community structure. As well, in the third year, students would have courses in psychiatry, paediatrics, pathology, medical and surgical lectures, and two occupational therapy courses including orthotics and prosthetics. The occupational therapy courses became more vigorous in the third year and entailed the study of theory and practice of occupational therapy. There were sections focusing on paediatrics, medical and surgical conditions, psychiatry, and activity analysis. Lastly, the third year students would spend four weeks in a fieldwork setting after the third year was completed. The final fourth year of study involved the sociology of work, two of either research methods, medical sociology, group behaviour, two physiology choices, or a psychology. During their final year, students would take courses in psychiatry, activity analysis and

assessment, program planning and administration, case methods, ethics, theory, and complete a thesis. Activities such as woodworking were incorporated into some of the courses.

In December of 1970, the Council of the Faculty of Medicine approved the proposed four-year Occupational Therapy Curriculum (Bocking, 1970). It was proposed that the program would be temporarily situated in the Dental Sciences Building until the new University Hospital was built. Later it was decided that 20 students would be admitted to the first year and approximately nine students to the second year of the new program in September of 1971 (Bocking, 1970). (Note: These students were admitted to second year as they had completed the basic science courses that other students would be completing in year one.)

Program is Approved

On April 15, 1971, “the Senate of the University at its meeting [approved] the establishment of a separate Program of Occupational Therapy within the Faculty of Medicine” (Bocking, 1971, p. 1). On April 19, 1971, “[at the] meeting of the Executive Committee of the Council of the Faculty of Medicine, it was recommended that [Mrs. Trider] be appointed Director of the Program in Occupational Therapy effective April 20, 1971 for the period up to June 30, 1976” (Bocking, 1971, p. 1) (see Appendix C for school directors). The initial faculty were hired in June 1971 to support an incoming first year class of 20 students and a second year class of approximately nine students. The faculty consisted of Mrs. Parker, Mr. Mack, Miss Ernest and Mrs. Trider (M. Ernest, personal communication, September 18, 2003) (see Appendix D).

The four faculty members had to create a curriculum for two incoming years of students. “The four initial faculty created the curriculum based around Mrs. Trider’s ‘vision’ of a very, very new and different curriculum. [A curriculum] that would concentrate more on assessment and evaluation of the individual and the community, and less on ‘cookbook formulae’ for treating

disabilities” (M. Ernest (Conibear), personal communication, September 18, 2003). This decision formed the foundation for an admirable history of innovative curriculum design. The curriculum of 1971 was “designed to prepare future practitioners to provide a service directed towards the prevention, reduction or elimination of incapacity resulting from physical, psychosocial or environmental stress” (Faculty of Medicine, 1972-1973, p. 8).

The following outlines Professor Trider’s view on the curriculum.

Our goal is to produce practitioners able to exercise independent judgement, communicate in a relatively sophisticated and scientific manner with their colleagues, and able to provide the type of service appropriate to the present and future needs of a society attempting to survive in an age of rapid technological advances and constantly shifting values (Trider, 1972).

Students of other universities perceived The University of Western Ontario’s Occupational Therapy Program as the “no crafts school” (S. Hobson, personal communication, October 28, 2003). Professor Ernest added further explanation:

Mrs. Trider’s idea was based on a non-medical model of occupational therapy. This involved looking at occupational therapy in the community with a great emphasis on prevention, which was far too early in the whole medical system to actually happen. But it really sounded good and we really tried to guide it in the direction of community oriented prevention, which was extremely different from the other OT programs, which were all medical model, treating conditions, etc., etc. (M. Ernest (Conibear), interview, June, 2005).

This view received further support in a report written in 1982 where it was stated that:

The faculty has made a wise choice in deciding that activity processes would not be taught in the professional program with the exception of those activities used as examples in teaching the analysis of activity. While this approach differs from many schools of occupational therapy at the current time, other curricula are moving in this direction. There is a general consensus among faculty and clinicians that UWO students quickly learn any of the myriad activities being used in a clinic while on the job, and that undergraduate course time is better devoted to more academic content (Kiernat, 1982, p. 3).

The admission requirements to enter the first year of the program in 1971 consisted of: completion of Ontario grade 13, the tests of the Service for Admission to College and University or the tests of the College Entrance Examination Board, and an interview by a faculty member of

the program. During this time, there was not a specified average required once completing Ontario grade 13 because the enrolment in the program was limited (Faculty of Medicine, 1972-1973). The students entering into the second year of the program had to have completed the first year courses in biology, psychology and sociology. The first year students were eligible to progress into the second year of the program if they had obtained 70% or higher in each of the psychology, sociology, and occupational therapy courses; as well, the students needed to have an average of at least 60% in the other first year courses. The progression into subsequent years required the students to have obtained a grade average of at least 70% overall and no grade under 60% in each course. The students entering the program were required to pay a tuition fee of \$517.50 for the year (Faculty of Medicine, 1972-1973).

As mentioned previously, the Occupational Therapy Program was embedded in the Medical Rehabilitation Program of Medicine. Thus, the degree awarded was a Bachelor of Science Medical Rehabilitation (Occupational Therapy). Later in “February 1972, the Senate gave approval to a new degree designation for each [of the] programs [situated in the Medical Rehabilitation Programs]. The new degree designation was the BSc (Occupational Therapy)” (Bocking, 1971, p. 130).

Growth Begins

The academic school year of 1972-1973 saw an increase in student numbers from 20 to 25. They were admitted under the same admission standards as the previous year (see Table 1 for subsequent numbers). As well, the students’ fees remained the same. There was one new addition to the faculty, Professor Shimeld. During the school year, there was a major alteration in the projected location of the Occupational Therapy Program. As stated in the 1972 President’s Report, “the Program in Occupational Therapy, which was originally scheduled to move along

with Physical Therapy to the basement of the University Hospital, will be accommodated in renovated space in the Lower, Lower, Ground (LLG) floor of the Dental Sciences Building, the space in the basement of the University Hospital being inadequate to accommodate the two programs” (Bocking 1972, p. 183).



Middlesex College

Therefore, the program was temporarily situated in Middlesex College during the 1972-73 academic year (Bocking, 1972, p. 181). The program was on the top floor under the tower while the space in Dental Sciences was renovated.



Dental Sciences Building

The Occupational Therapy Program moved back to the newly renovated space in the Dental Sciences Building in 1973 and remained there for 19 years (M. Ernest (Conibear) personal communication, September 18, 2003). Professor Ernest also recalls that in those early days she was teaching history, philosophy, splinting and research methodology so they could “read the literature and have some vague idea what they were talking about when it came to standard deviations and stuff like that” (M. Ernest (Conibear), interview, June 2005).

Table 1
Application and Admission Numbers

Year	Application Numbers	Number Admitted
1971	103	20 (year one) & 9 (year two)
1972	348	25
1973		35
1974		35
1975	390	35
1976-1989		37
1990	208	37
1991		37
1992	378	
1994-1995		47
1996		0
1997-1999		47
2000	134	47
2001	131	47
2002	175	47
2003	159	47
2004	223	47
2005	309	50
2006	322	52
2007	475	55
2008	724	55

Note: Data in this table were obtained from a variety of sources including Director's annual reports, faculty calendars and ORPAS data. These data are incomplete.

In the 1973-1974 academic school year, there were five new faculty members added to the Occupational Therapy Program (see Appendix E). The renovated LLG floor of the Dental Sciences Building officially opened on December 10, 1973. The funding for the renovations was received from the Ontario Health Resources Development Plan Fund (Bocking, 1973). The students were required to pay \$668.50 for the year's tuition, which was a significant increase from the previous two years (Faculty of Medicine, 1973-1974). In the spring of 1974, one of the most significant milestones in the program occurred. The "first nine students to complete the four-year program graduated" (Bocking, 1973, p. 190). These students were those admitted to the second year of the program in 1971.

The program was honoured in 1974 when a doctor of laws honoris causa was awarded to Helen Primrose LeVesconte at the graduation ceremony on June 7. (Downloaded from www.uwo.ca/univsec/senate/honorary_degrees_by_year.pdf - July 10, 2007.) Dr. LeVesconte was a founding member of the profession in Ontario and a long time faculty member at the University of Toronto.



In the early-to-mid 70s, Professor Ernest (Conibear) also accepted responsibility for fieldwork co-ordination. She was instrumental in the development of the Performance Evaluation of Occupational Therapy Students (PEOTS) that was based on the occupational therapy profile. Professor Ernest (Conibear) added further clarification.

The OT profile had to be the basis for the assessment. That year the OT conference was in Winnipeg and I had asked for time to present this idea. I had pulled the profile and started, but I hadn't anything in print as I was driving to Winnipeg. I stopped in Grand Forks North Dakota to visit Amy Lynd from Saskatchewan who was the first Canadian OT with a PhD and head of the school at the University of North Dakota. While I was at the motel that night I sat down and said I've got to put something on paper for this teacher's conference. I had a big piece of foolscap and I made three columns, the first was "reasons to support it", the middle one was "problems with it", and the third column was "what we have to do about the problems". Then I filled out all three columns and that one sheet of paper was it. I drove on to Winnipeg and went to the meeting. I was sitting at one end of the long, long table, and Isobel Robinson was sitting at the far end. At the end of the meeting she said Marilyn wants to present an idea about field work evaluation and all I can remember is standing up and

saying “Here is the basis for the idea, here are the pros, here are the cons, here are the what we have to do, the research we have to do to verify this”. I can remember being absolutely, kind of blocked. This was so big that it kind of overcame me. I wasn’t paying any attention to anybody in the room I was just saying “these are the three columns I have now what do you think?” And it was dead silence in the room. Everybody was looking at me and then Isobel at the far end of the table pushed her chair back and rocked it as she was known to do. She said, “Well I think we’ve got something we can all agree with”. And that was the beginning of PEOTS and then I spent years doing research, validating, revising and so on. (M. Ernest (Conibear), interview, June 2005).

Professor Ann Bossers made a very interesting comment of note here. Marilyn was responsible for fieldwork education from 1971-1987. She was then a mentor to Ann when she started in the fieldwork portfolio, a position which she has held since that time. There has certainly been strong continuity in this portfolio with only two people being responsible for fieldwork over a span of 37 years.

In the fall of 1974, tuition had a slight increase to \$675.50 from \$668.50 for the year and the admission standards remained the same including prerequisites from grade 13 for biology, chemistry and one course in mathematics (Faculty of Medicine, 1974-1975). The faculty had minor changes, although the majority of the members still remained (see Appendix E). The convocation committee authorized a rose colour for the academic hoods (Bocking, 1974).

Another important milestone occurred in March 1975 when the School had a visit from the accreditation team from the Canadian Association of Occupational Therapists and the School received positive news from that committee. They stated in their report “[that] the survey recommended full accreditation of the program” (Bocking, 1974, p. 173). Later in the spring of 1975, 18 of the 20 students from the first year-one class graduated. As well, it was recommended by a selection committee that Professor Trider be re-appointed as the Director of the program. The recommendation was for the period April 1, 1976 to June 30, 1980 (Bocking, 1974). The Occupational Therapy Program continued to grow and required an additional

laboratory area and study space. Therefore, the games room on the LLG floor of the Dental Sciences building was assigned to accommodate the space needed.

The Middle Years (Fall of 1975 – 1983)

In 1975, tuition was slightly reduced to \$668.50 from the previous year and the students were advised to include biology in their grade 13 courses (Faculty of Medicine, 1975-1976). There were several additions to the faculty to support the growing program (see Appendix F for a composite of both academic and clinical faculty). In the spring of 1976, Mr. Trujillo was appointed Acting Director from July 1, 1976 to June 30, 1977 while Professor Trider was on a study leave (Bocking, 1975) (see Appendix C).



Steve Trujillo

As well, there were 20 new graduates from the program compared to the 25 students who were admitted in the fall of 1972.

In the fall of 1976, the tuition was increased to \$682.50 for the year (Faculty of Medicine, 1976-1977). The class of 1977 consisted of 29 graduates from an original 35 students. As well, the program was encountering increasing problems finding spaces for students to complete their

fieldwork requirements. The institutions in London and the surrounding area had a limited number of occupational therapy departments (Bocking, 1976).

In the school year 1977-1978, there were additional admission standards and students were required to have a grade 13 English, and one of either French, foreign language, or mathematics. The tuition fee for the year increased to \$785.00 (Faculty of Medicine, 1977-1978). The faculty continued to grow to support the evolving program (see Appendix F) and Mr. Trujillo remained as the Director because Professor Trider had left the School. There were also significant curriculum changes. The psychology of human adjustment and medical sociology were added to the program and senior students also studied pharmacology. As well, there were the following occupational therapy courses added: community practice and prevention, child health, and theoretical frames of reference (Faculty of Medicine, 1977-1978). However, it is unclear whether the fourth year electives sustained changes. The graduating class of 1978 had 30 students compared to the original 35 admitted in 1974.

In the academic school year 1979-1980, the tuition increased to \$909.00 for the year, which was the largest increase to date (Faculty of Medicine, 1979-1980). In the spring of 1980, there were 35 graduating students of the 37 enrolled in 1976. This was the largest graduating class to date.

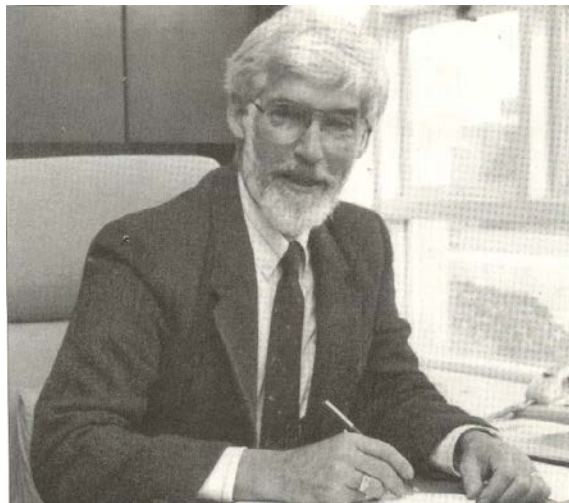
The Later Years (Fall 1983-1994)

During the early 1980s, there were significant changes to the Program of Occupational Therapy. Six faculty members, who originally started in the 1970s, left their teaching positions with the program. Thus the Occupational Therapy Program lost some of its historical founding members (see Appendix F). As well, “[effective July 1, 1984], the Board of Governors of the University approved the creation of the Faculty of Applied Health Sciences. Dr. Ling was the original Dean who was later followed by Dr. Cooke (see Table 2). According to Steve Trujillo:

The directors had discussions about what would be a better administrative arrangement but that didn't happen until '84 with the formation of the Faculty of Applied Health Sciences. It is interesting because when that was created under the leadership of Dr. Dan Ling, people were saying maybe it wasn't such a good idea to be outside of medicine, although philosophically it was good to be independent, but some of the economic benefits associated with being in medicine were lost. (S. Trujillo, interview, November, 2005)



Assistant Dean Sexton and Dean Ling



Dr. David Cooke

As of that date, the Faculty consisted of three Departments: Communication Disorders, Occupational Therapy, and Physical Therapy” (Applied Health Sciences, 1985-1986, p. 3). The admission requirements continued to remain constant. The yearly tuition continued to rise from \$921.50 in the fall of 1980 to \$1,227.65 in the fall of 1983 (Faculty of Medicine, 1981-1982 and 1983-1984). The curriculum had a minor change during this time. In approximately 1983, the fourth year students were no longer required to write the comprehensive exam as they were to

complete the Canadian Association of Occupational Therapist's (CAOT) national examination. The convocation in the spring continued to have approximately 35 students with the exception of 1982, when only 27 students graduated due to an unusual rate of attrition. The School was also running a post diploma program for therapists who wanted a BSc degree. This program was approved by Senate in December of 1971 and admitted the first students in the 1972-73 academic year. The first student graduated at the fall convocation in 1974 and in that year, there were seven students enrolled. One more student graduated in 1975 and an additional five in 1976 (M. Trider annual reports 1971-72 and 1975-76). It is not clear when this program was discontinued but it is thought to be in the early 1980s. The first two graduates were British trained diploma occupational therapist, Pamela Harris, and South African therapist, Lynette Pickard (Jongbloed).

UNIVERSITY OF WESTERN ONTARIO
FACULTY OF MEDICINE
PROGRAMS IN
OCCUPATIONAL THERAPY

UNDERGRADUATE PROGRAM
A four-year Baccalaureate Degree program is offered. Applicants should present satisfactory standing at the senior matriculation level, and are required to have a personal interview prior to admission.

POST-DIPLOMA PROGRAM
A four-semester program leading to the baccalaureate degree is offered. Applicants should possess a Diploma from a recognized School of Occupational Therapy, plus a minimum of 2 years of recent clinical practice, and hold Canadian citizenship or Landed Immigrant status. Applications to both Programs must be submitted to the Registrar, prior to March 31st.

Inquiries may be directed to the Secretary, Program in Occupational Therapy, University of Western Ontario, London 72, Ontario.

In the late 1980s, the School continued to evolve. Dr. Joyce MacKinnon originally came to the university in 1983 as the Director of the Program in Occupational Therapy. She became the Chair of the Department of Occupational Therapy in 1984 and held the position until the spring of 1994 (see Appendix C).

The following table has been inserted to assist the reader in understanding the changing administrative structures under which the School has functioned, and the changing title for the School's Director/Chair.

Table 2
The University of Western Ontario Administration

Year	Organization Structure
1970s	Dean, Faculty of Medicine (M. Hollenburg) Responsible for promotion, tenure, curriculum Vice President, Health Sciences (D. Bocking) Responsible for budget ↓ Director, Program in Occupational Therapy M. Trider S. Trujillo J. MacKinnon
1983	Dean, Faculty of Applied Health Sciences (D. Ling, D. Cooke) ↓ Chair, Department of Occupational Therapy J. MacKinnon H. Polatajko
1994-2008	Dean, Faculty of Health Sciences (T. Lennon, A. Belcastro, E. Skarakis Doyle (acting), J. Weese) ↓ Director, School of Occupational Therapy H. Polatajko J. Polgar (acting) L. Miller (acting) T. Sumsion A. Mandich

The Occupational Therapy Program had an important milestone in 1986. The School had another visit from the accreditation committee of the Canadian Association of Occupational Therapists (CAOT) in 1986 and they recommended full accreditation of the program for another five years.



Dr. Joyce MacKinnon

During 1983-1986, major undergraduate curriculum revisions were undertaken. As a stepping stone to the development of a Master's Degree, Dr. MacKinnon, along with Dr. Bocking, Vice President Health Sciences, met with Dr. Leith, Vice President Academic, to discuss the viability of offering a graduate degree in occupational therapy. Dr. Clarke Leith advised them that an update of the undergraduate curriculum would need to occur prior to the development and implementation of a graduate degree. Thus, from 1984 to 1986 energies were directed toward undergraduate curriculum revision.

Meanwhile, Dr. MacKinnon met monthly with the Manager's Interest Group where many issues were discussed. Dr. MacKinnon took this opportunity to keep Occupational Therapy Managers abreast of undergraduate curriculum revisions and sought their input. Also, she discussed with

them the potential development of a graduate, research focussed program in occupational therapy, MSc, wherein students would be admitted after they completed their BSc(OT). At the same time, she also discussed with them the potential development of a master clinician program in Occupational Therapy, MCISc(OT), whereby students would be admitted subsequent to completion of the BSc(OT) degree. The managers' preference was for the MSc research degree. As well, a momentous decision occurred with respect to the admission criteria of the program. It was decided that in September 1987, "students must successfully complete a year of required courses or their equivalent in the general university stream for admission into the Program in Occupational Therapy" (Applied Health Sciences, 1987-1988, p. 6). The admission was based on the student's achievement in their first year of either Faculty of Science or Social Science and an interview was no longer required. The students also had to include a first year psychology, sociology, biology and one of an applied mathematics, chemistry, computer science, physics, or an elective of choice (Applied Health Sciences, 1987-1988). Thus, the students were admitted to the Occupational Therapy Program after completing at least one year of university work. Therefore, the Occupational Therapy Program now entailed three years of study. The tuition rose from \$1,288.82 in 1985 to \$1,745.10 in 1989 (Applied Health Sciences, 1985-1986 and 1988-1989). The convocations in the spring had between 32 to 36 students graduating each year. However, there was an exception in 1986, as there were only 26 students graduating. As stated, in the early 1980s, the graduating students originated with 37 students in their first year of the program.

Northern Outreach Program

The Northern Outreach Program (NOP) began in the early 1980s under the direction of Dr. Bruce Casselman and later, Steve Trujillo. It was created to complement the government and

community emphasizes on recruitment of health professionals to northern and remote areas. This was done in harmony with another University of Western Ontario initiative designed to provide direct psychiatric services to people living in Northern Ontario-- the Extended Campus Program. It was often inexperienced health professionals who went north and their rates of turnover were consequently much higher than even the historically high rates of turnover amongst nurses and others in urban areas. The clinical skill sets of the new graduates were adequate but the extraordinary administrative/political requirements and lack of appropriate mentorship support that they encountered at the hospitals often overwhelmed them and resulted in the turnover turnstile revolving quicker. Therefore, NOP was created to attenuate the rates of turnover by developing and applying educational and consultative strategies. Over the years, the disciplines served by NOP directly included dentistry, nursing, occupational therapy, physical therapy, audiology, speech language pathology and librarians. Indirectly, by offering continuing education programs, including the Northern Outreach Library Service (NOLS), nutritionists, administrators, physicians, and chiropractors also benefitted. Michelle Quintyn, Debbie Sutton and Thelma Sumsion were the primary occupational therapists who worked with this program and travelled throughout the north to meet with therapists and offer a wide range of assistance, while at the same time, contributing to the work of the university. (Section based on notes provided by S. Trujillo.)

AOTA Peer Review

In 1986, a committee of three faculty members, J. MacKinnon, H. Polatajko, and S.Trujillo, engaged in correspondence with The American Occupational Therapy Association (AOTA) concerning a peer review of the program by their Division of Accreditation. The rationale for the proposal included the following five points:

1. It would give Western's Department of Occupational Therapy increased international stature.
2. It could develop stronger relationships between Occupational Therapy Programs in Canada and the United States, which has a much larger critical manpower mass. Increased research opportunities are very likely to be realized.
3. It has the potential of developing Canada-United States student exchanges if the Canadian Association of Occupational Therapists (CAOT) accepts such a venture.
4. It would be an excellent learning experience for our faculty, for CAOT and for AOTA, if accepted.
5. It would provide AOTA and CAOT with some measure of the external validation of standards.

The decision to move in this direction was eventually supported by CAOT. (Personal correspondence, J. MacKinnon, February 4, 1986, May 28, 1987, June 15, 1987, and H. Madill, June 10, 1987.)

AOTA was keen on the idea, with CAOT being slightly more hesitant wondering why we needed external validation. The three committee group members pursued AOTA accreditation with J. MacKinnon and S. Trujillo travelling to Bethesda to meet with AOTA accreditation representatives. Because AOTA was tied to the American Medical Association as part of their accreditation process, they could not offer full accreditation in the typical sense. They wished to undertake a peer review. This entailed following all of their accreditation standards, which they subsequently evaluated in an on-site visit followed by a full report. The AOTA Accreditation Team was very positive regarding our curriculum, faculty expertise, staff performance and student capabilities. It was a very positive undertaking for the program. Funding for this project

came from an Academic Development Fund (ADF), a competitive grant within the university. The grant was written by the three person committee.

Graduate Program

In preparation for the development of a graduate program, it was decided to bring in experts who were already involved in graduate programs as a way for faculty to understand the importance of mentoring graduate students, as well as allowing them to think independently and realizing there were some major differences between working with undergraduate and graduate students.

An ADF grant was again written by Drs. Joyce MacKinnon and Helene Polatajko along with other faculty members, and again it was successful. A list of top occupational therapy researchers involved in a variety of graduate programs was generated. Thus, Dr. David Nelson represented paediatric mental health and theory development; Dr. Kenneth Ottenbacher, measurement and single subject design; Dr. Elizabeth Yerxa, theory development, philosophy, history and physical dysfunction; Dr. Sharon Schwartzberg, adult mental health, and; Dr. Martha Piper, a physical therapist, represented paediatric physical dysfunction and instrument development.



Key participants in the UWO Department of Occupational Therapy Conference on Research Leadership and Graduate Studies Information, May 12-14, are (above, left to right): Dr. Joyce MacKinnon, Chairman of Occupational Therapy; Dr. David Nelson, Western Michigan University; Dr. Sharon Schwartzberg, Tufts University; Dr. Kenneth Ottenbacher, University of Wisconsin-Madison; Dr. Martha Piper, University of Alberta; Dr. Elizabeth Yerxa, University of Southern California.

The following is based on the recollections of two of the organizers.

We received an ADF grant, which allowed us to bring Doctors David Nelson, Kenneth Ottenbacher, Betty Yerxa, Martha Piper, and Sharon Schwartzberg to Western for a conference. Basically, they were here all week. The first part of the week was solely our own faculty and focused on how they could work with graduate students. Advice was generated through panel discussions, and individual discussions with the experts. In the middle of the week, the clinicians were invited for one day, so that they could hear and talk to these experts. The last couple of days in the week, were opened to any of the other OT schools across Canada, and a couple came up from the States as well. The discussion addressed graduate programs in general, how you should manage students, what needs to be in a curriculum, that you need to have faculty who are committed to students, and graduate students have to be your priority, and how to mentor them (J. MacKinnon, interview, November, 2005).

The first and last two days were private, and was when we had departmental meetings with them and tried to learn everything we could about graduate education. The middle day, the

Wednesday, when they were all here we did a national conference, by invitation only. We were in one of the downtown hotels, and we invited the chairs of all of the programs, and a few others, because I think there were 35, 40 people. We had a forum and it was paper presentations and workshops (H. Polatajko, interview, December, 2005).

At its meeting on May 16, 1988, the Appraisal's Committee of the Ontario Council on Graduate Studies (the governing body that must approve all graduate level programs in the province before they can be implemented) recommended that the proposal for a new MSc program in occupational therapy be approved. This decision was based in part on reports submitted by external reviewers, one of whom stated in a confidential report (hence not attributed) that the program was very well designed and the faculty committed and capable to implement it. This report also stated that, at that time, there were only two other similar, known programs in Canada.

The School proudly launched its MSc program in 1989. Initially, and over the intervening years, this program appealed to occupational therapists wishing to obtain a research master's degree. It involved both course work and a scholarly thesis. The objectives of the program were as follows:

- To develop occupational therapy specialists with greater scientific orientation for clinical, administrative, research and academic settings
- To add to the scientific bases of the profession of occupational therapy
- To further the academic development of current practitioners
- To prepare students to proceed to doctoral studies

Initially, just full time students were admitted, but in the 1992-93 academic year, the first part time students joined the program. A complete list of graduates from this program and their supervisors can be found in Appendix G. Several of these graduates have gone on to complete PhDs and accepted faculty, management and research positions across Canada. In 2006, this program was discontinued as a separate entity when it was merged with the Graduate Program in

Health and Rehabilitation Sciences and within that framework the School launched the first Canadian Masters and PhD Programs in Occupational Science.

Dr. Joyce MacKinnon played a key role in the development and implementation of the PhD Program in Rehabilitation Sciences in 1999, and faculty continued to supervise students until their program completion. To date, four occupational therapists have completed this program and two others are enrolled. The PhD Program itself was blended into the Graduate Program in Health and Rehabilitation Sciences in 2006.

To date, the School has undergone three reviews from the Ontario Council on Graduate Studies. In 1993, the MSc Program received a good quality report. In 2000, the MSc and MCISc Programs both received a report of good quality. In 2006, the MSc(OT) and MSc programs received a standing of “quality with report”, as the School was asked to provide an update on the number of full time faculty members in 2008.

Change to Masters of Clinical Science

Once again, Western played a leading role when the degree designation changed from BScOT in 1999 to a Masters of Clinical Science. Thus, Western became the first Canadian school to educate clinical occupational therapists at the Master’s level. The School was originally planning to implement a second BSc degree as the professional program; however, events moved in another direction. Dr. Polatajko worked with representatives from the University of Toronto and McMaster University to gain approval from both the Ontario Council of University Programs in Rehabilitation Sciences (OCUPRS) and CAOT to remove the word ‘bachelor’ from the required academic credentials. This cleared the way for the move to Master’s level education. Dr.

Polatajko further elaborates:

It was a three year entry not a four year entry, so to get into the BScOT program, they had to have a three year undergraduate degree which was a big piece when we then went to the

MCIsc. So we got the BSc in place, and immediately applied for the MCIsc because, 1) Dr. Greg Moran (the Provost) wanted us to do that, 2) he explained to us the financial benefits of doing that, both to us and to the university in terms of the Basic Income Unit (BIU) structure, and 3) another little variable at the time, as I understood it, it was also when the MBA program was moving to full cost recovery. When the MBA goes to full cost recovery there are no more BIU's in the MBA program, so the university was losing all those BIU's and they were on the verge of falling out of corridor funding. They were quite excited to think that OT could move into the master's program and get them back into the corridor (H. Polatajko, interview, December, 2005).

Everyone was surprised by the speed with which the Ontario Council on Graduate Studies (OCGS) approved the MCIsc Program as the proposal was submitted in April and was approved in June. Dr. Polatajko explained why this occurred:

The reason we got it so quickly was because the MSc program had been reviewed not long before then, and it was getting top ratings so they knew we knew how to do graduate work. We had just finished the PhD review and OT was part of that, so we had just had all those site visits around the PhD. So between our really good standing MSc program and the feedback that they got from the PhD program, they decided we didn't need a site visit, so we were approved immediately. As soon as we got approval, I said we are starting right away, because that allowed us never to graduate a BSc(OT), a two-year post degree BSc(OT) (H. Polatajko, interview, December, 2005).

This was a significant achievement as it placed Western at the forefront as the first clinical Master's Program in Canada. The number of students, who convocated in the latter part of the 1990s, fluctuated from 42 to 47 students as compared to the 47 students admitted since 1992. In 1999, the School celebrated the graduation of the first professional Master's students and hosted a gala dinner to celebrate the 25th anniversary of the first graduating class. The masters of ceremony for the event were Helene Polatajko and Doug Kerr, a member of the class of 1977, and it attracted a large number of local clinicians and alumni. At this time, the School was honoured, on behalf of the university, to award the status of Professor Emeritus to Marilyn Ernest.



Dr. Helene Polatajko and Professor Marilyn Ernest

Barbara Sexton received this award in 1995 and subsequent awards have been presented to Dr. Joyce MacKinnon (2004) and Dr. Joanne Cook (Professor Emerita) (2005).

Progress in the 1990s

The early 1990s had many meaningful changes. In 1991, the School was accredited again by the Canadian Association of Occupational Therapists for another seven years. Also, there was a change in Chairs in 1994. Dr. MacKinnon resigned from the Chair position and assumed a faculty position and Dr. Polatajko was offered the Chairperson position (see Appendix C).



Dr. Helene Polatajko

In addition to the change in Chairs, Professor Ernest (Conibear), an original faculty member, left the School. Later in 1991, the Program of Occupational Therapy left the Lower, Lower Ground of the Dental Sciences Building and settled into the newly renovated space within Elborn College.



Elborn College

The students had mixed feelings about the move to Elborn because of the distance from main campus. However, they felt that the change in the location was culturally important, as occupational therapy would now be in the same geographical location as the physical therapy and communication sciences students. The occupational therapy students felt that “they were with people it made sense to be with” (C. Vandersluis, personal communication, September 26, 2004). In addition to the cultural importance, the students were relieved that they would finally have local supports, such as an adapted kitchen and computers. The move was also important from a teaching perspective as this new space provided access to improved teaching space such as the Occupational Performance Laboratory.

In the fall of 1991, the admission requirements were changed. It was recommended that students have a grade 13 calculus, an algebra and geometry prior to university. In addition to the new grade 13 recommendations, the students were required to have a first year psychology or sociology, biology, and three electives (Applied Health Sciences, 1990-1991 and 1993-1994). As well, in 1991, to coincide with the move to the new space, the School began admitting 47 students to the program. The tuition fees continued to grow from \$1,928.04 to \$2,890.28 in 1990 and 1994 respectively. The number of graduating students ranged from 32 to 34 in comparison to the 37 that were admitted in the late 1980s, and all of the 47 students admitted in 1991 graduated in 1994.

In 1991, Dr. Elizabeth (Betty) Yerxa spent the winter term (January to April) in the School as a visiting professor. She taught the theory course to the MSc students. This was the first time this theory course had been offered and had significant influence on the direction of the MSc. Dr. Yerxa came from the University of Southern California (USC) where occupational science had recently been launched. Her thinking, reading and writing at the time were around notions of occupation and different research methods. She really brought new thinking to the program, an influence that carried through the duration of this program and into the occupational science field.

The latter part of the 1990s entailed numerous events. First, there were no students admitted to the professional program in September 1996. This was due to the restructuring of the curriculum. As stated in the 1996 academic calendar, “effective September 1997, the Department of Occupational Therapy at the University of Western Ontario will introduce a restructured program which will replace the current three year program with a two year program” (Applied Health Sciences, 1996-1997, p. 9). At the time, it was felt that changes to the curriculum were necessary to prepare students to function as evidence-based therapists within the changing health care environment. Thus, the program was restructured to a two year Bachelor’s of Science post-degree that promoted self-directed life-long learning. It also followed the paradigm shift from a medical/health orientation to an occupational orientation (Applied Health Sciences, 1996-1997). The new admission requirements were the completion of an undergraduate degree and several prerequisite courses. The students entering in September 1997 were required to have the following: a first year biology, sociology or anthropology, a physiology course, a second year statistics and a methodology course, abnormal psychology and a normal growth and development course. In addition to the above requirements, it was later

decided that the students would be admitted based on their course grades in the last two years of their undergraduate degree and fulfillment of the prerequisite courses.

The tuition in 1995 was \$3,129.15 and continued to increase in subsequent years (Applied Health Sciences, 1995-1996). The School again received accreditation approval from the Canadian Association of Occupational Therapists in 1997 for another seven years. Later in 1998, the Occupational Therapy Program underwent another departmental change. The Occupational Therapy Program became part of the new Faculty of Health Sciences in 1997 which was formed from the amalgamation of the Faculties of Applied Health Sciences, Kinesiology and Nursing. Dr. Polatajko was a member of the Transition Committee to guide the development of the new Faculty (Faculty of Health Sciences, 1998-1999). Dr. Lennon was Acting Dean followed by Dr. Belcastro, Dr. Skarakis-Doyle (Acting), and currently Dr. Weese (see Table 2).



Dr. Jim Weese

Moving On (2000-2007)

The approach of the millennium fostered a lot of future thinking. Occupational therapy seemed to be “coming of age”, with major shifts in practice and theory in occupational therapy.

Occupational therapy theory and understanding of human engagement in occupation required a shift from a medically based approach in occupational therapy education to an occupation focussed approach. Future clinicians had to understand the client’s engagement in occupational therapy and the determinants of that engagement. A medical condition was only one of those determinants. These theoretical assertions inspired the creation of Curriculum 2000. To that

end, a committee was formed in 1996 to design the new curriculum. The intent was to build a curriculum that would prepare students for occupation-focused, reflective process, evidence-based, and client-centred practice in the changing clinical environment.

In response to the demise of traditional Occupational Therapy departments, the need to prepare independent practitioners was recognized, so a more self-directed learning approach, particularly a new teaching method termed 'Divergent Case Method', was introduced. It combined elements of case method and problem-based learning that were thought most likely to promote clinical reasoning, and acquisition of clinical knowledge. In addition to reconceptualizing the content of the curriculum, the School made explicit those less tangible but crucial elements of professional learning that we called process skills, specifically critical inquiry (locating information efficiently, critiquing it, and using it selectively), communication, professionalism, and clinical reasoning. Curriculum 2000 was visionary and constituted a major conceptual shift in the education of occupational therapists in Canada. The evidence that it succeeded lies in the fact that it has remained as the basis of the professional curriculum for more than a decade. (Section written by Sandra Hobson and Jan Polgar.)

A new Competency Based Fieldwork Evaluation (CBFE-OT) was also developed and the competency framework was adopted by the Occupational Therapy regulatory bodies in Canada and the majority of the Occupational Therapy Programs across Canada. In 1997, the first students were enrolled in Curriculum 2000, intended to be a second Bachelor's degree. However, by the time of their graduation in 1999, they were the first Master's entry level graduates in Canada (see page 24 for further details regarding how this change occurred).

In the year 2000,



Dr. Jan Polgar

Jan Polgar became the Acting Director of the School of Occupational Therapy, and held that position until 2001.



Dr. Linda Miller

Linda Miller was then Acting Director until the spring of 2002 when Thelma Sumsion assumed the position of Director (see Appendix C).



Dr. Thelma Sumsion

In the 2003-2004 academic school year, it was decided that the degree designation, MCIsc, would be changed to a Masters of Science in Occupational Therapy, in keeping with the degree awarded by other programs in Ontario, and approval for this change was received from the Ontario Council on Graduate Studies (OCGS).

In 2004, the accreditation committee from the Canadian Association of Occupational Therapists revisited the School and recommended that the Occupational Therapy Program be accredited for the next seven years. (M. Manojlovich, personal communication, May 14, 2004). The School continued to grow and change over the years. The founding members were no longer instructing at the School (see Appendix H for a comprehensive list of faculty members). The convocations of the years 2000 to 2004 had 45, out of 47, students who were originally enrolled graduating each year. The prerequisite requirements for admission to the MSc(OT) program were decreased in 2005 to only include biology and physiology from the former requirements for biology, sociology, statistics, abnormal psychology, normal growth and development, and physiology. As of 2008, for a trial period of two years, no specific prerequisite courses were required.

The School was honoured to have our second Doctor of Laws Honoris Causa bestowed on one of the graduates of the first graduating class at the convocation ceremony in June 2007. The recipient was Paulette Bourgeois, the author of the *Franklin the Turtle* series.



Paulette Bourgeois

Due to the awarding of degrees alphabetically, Paulette was in fact the first graduate from this program.

Dr. Mandich assumed the position of Director of the School in 2007.



Dr. Angie Mandich

See Appendix I for faculty members who have joined the School since 2005.

Clinical Community

The story of the history of the School of Occupational Therapy at The University of Western Ontario would be incomplete without an expression of sincere thanks to the clinical community. From the very beginning of our undergraduate program in 1971 to the current time, these dedicated therapists have provided fieldwork experiences, given lectures, assisted with curriculum revisions, participated in committees, returned as graduate students, attended special events, and have generally provided incalculable support. There are too many participants to name individually, although some are listed in appendices through their role as sessional instructors, but all are valued and greatly appreciated. Our community of scholars, including faculty, students and clinicians continues to grow and our sincere wish is for an ongoing, productive relationship.

The School inaugurated a Fieldwork Educator's Award for dedication and excellence in 2005 and the recipients to date are as follows:

2005 Jan Kernaghan

2006 Joy Wicks-Nicholls

2007 Donna Dennis

The School has also participated in a Faculty wide interdisciplinary workshop that has been offered annually since 2005 as a thank you to our clinical partners.

HOT Spot (Section written by Sandra Hobson)

HOT (Hands On Technology) Spot, was the brainchild of then Director, Helene Polatajko, inspired by a visit to Australia. This information centre was developed in collaboration with the London Barrier-Free Technology Centre, a community consumer group chaired by Dr. Shirley Van Hoof. It operated from 1998 until 2002, when it went into hiatus while a new host was sought, finally closing in 2003. Its mandate was to provide service, education, and research regarding assistive devices and barrier-free/universal access. In terms of service, HOT Spot was open to community therapists and members of the public one half day a week (or by appointment) for demonstration and trial of over 300 assistive devices. Student projects were used to develop HOT Spot's logo, letterhead, brochure, and website. The education mandate was met through lab sessions for occupational and physical therapy students, hosting public meetings (e.g., Health Sector of the Council for London Seniors, Tetra, Canadian Association of Rehabilitation Professionals), lending equipment for public education events, or presentations made to conferences or community groups by the Director of HOT Spot, Sandra Hobson. The research arm was the least active part of the mandate, however, there was some role in lending equipment for use in research studies. During its lifespan, some 200 individuals (excluding classes) visited HOT Spot and almost 50 individuals requested information regarding assistive devices or barrier-free design. In addition, HOT Spot mounted three poster displays and was the focus of one conference presentation. Media contact included a feature in an Alumni Newsletter, the newsletter of the Council for London Seniors, and two television spots. In the end, it was decided that operating HOT Spot was too labour intensive and not the best use of Professor Hobson's time. After exploring several alternative sponsors, the London Barrier Free Technology Centre elected to withdraw its assets from the partnership, and HOT Spot dissolved.

Active Student Group

The students have shown commitment to a range of activities since the inception of the School. They have organized many social events, and undertaken fundraising for a variety of worthy organizations. One of their key fundraising activities, over a number of years, has been the Run for Rehab which also included students from Physical Therapy and Communication Sciences and Disorders. They raised significant funds for a variety of community organizations including Camp Bucko. They have also contributed greatly to activities during occupational therapy month. There are too many dedicated individuals to name but the Presidents of the Student Councils we were able to locate and, who have assumed a primary leadership role, are listed here to ensure they receive particular mention for their commitment to both the School and its students.

1997-98 Gila Messeri

1998-99 Matt Raymond

1999-00 Brenda Vrkljan

2000-01 Erin Thompson

2001-02 Paul Neto

2002-03 Sarah Baier

2003-04 Aman Bains

2004-05 Lindsay Amey

2005-06 Janna MacLachlan

2006-07 Diane Berruti

2007-08 Laura Munoz

The Student's Council also initiated a Faculty Teaching Award in 1992 and the recipients to date have been as follows:

1992-93 Anne Strock

1993-94 Dianna Lee

1994-95 Anne Strock

1995-96 Sandra Hobson

1996-97 Cathy Vandersluis

1997-98 Angela Mandich

1998-99 William Miller

1999-2000 not awarded

2000-01 Leann Merla

2001-02 Lisa Klinger

2002-03 Jan Miller Polgar

2003-04 Leann Merla

2004-05 Brenda Vrkljan

2005-06 Anne Kinsella

2007 Sandi Spaulding

The number of graduates from 1974 to 2007 is summarized in Appendix J. Many of the gifts presented to the School by these graduates remain on display and those we were able to attribute to specific graduating classes are shown below.



Class of 1972



Class of 1976



Class of 1977



Class of 1978

*“Wax Hands-
that sadly
deteriorated”
Class of 1979*



Class of 1980



Class of 1982



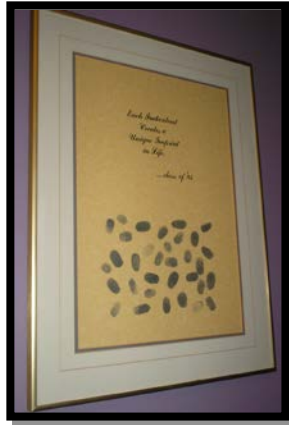
Class of 1981



Class of 1983



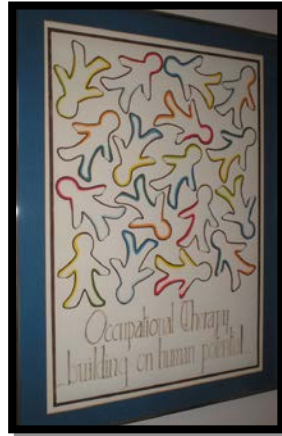
Class of 1984



Class of 1985



Class of 1986



Class of 1987



Class of 1988



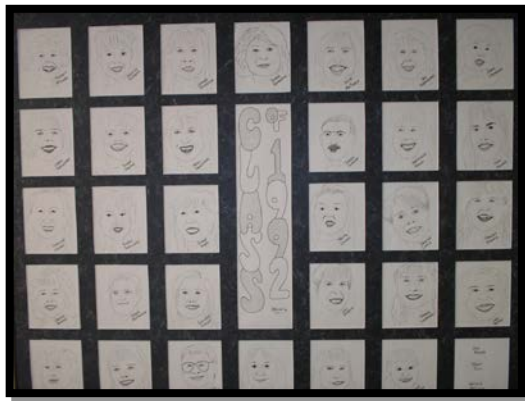
Class of 1989



Class of 1990



Class of 1991



Class of 1992



Class of 1993



Class of 1994



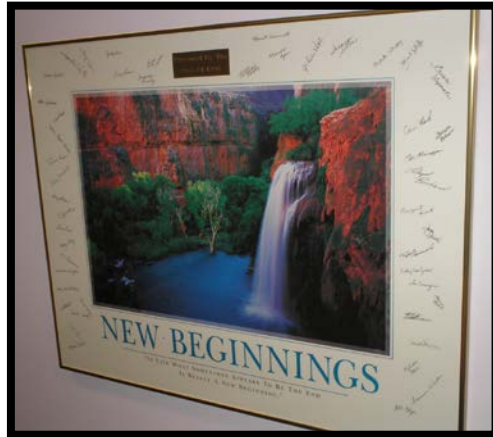
Class of 1995



Class of 1996



Class of 1997



Class of 1998



Class of 2000



Class of 2001



Class of 2002



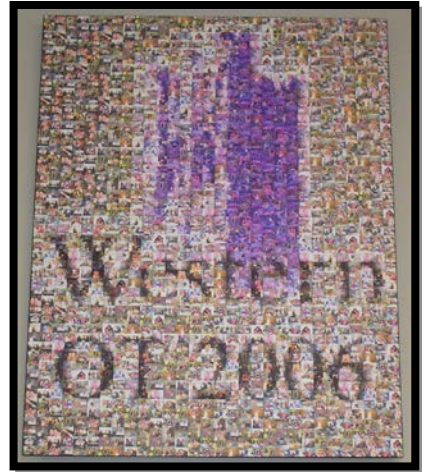
Class of 2003



Class of 2004



Class of 2005



Class of 2006



Class of 2007

Student Awards

Student awards have been funded by the University, professional associations and numerous individuals. It has proven impossible to track all of these awards from the inception of the School but those that have been found are outlined in Appendix K. Sincere thanks are extended to the donors and congratulations to the recipients.

The following photo shows the presentation of the Norman & Leah Orenstein Award in 1988:



New award in Applied Health Sciences

Mina Orenstein (left) presents the Norman and Leah Orenstein Award to fourth-year Occupational Therapy student Barbara Malott while Occupational Therapy Department Chairman Dr. Joyce MacKinnon and Faculty of Applied of Applied Health Sciences Dean Dr. Daniel Ling look on.

The award is the first of its kind to be given through the Faculty of Applied Health Sciences. Orenstein said she was moved to establish the award for an Applied Health Sciences student in 1987 because of the care applied health therapists

gave her mother when she had a series of strokes and her father when he developed Alzheimer's disease.

"The people who really made a difference in my mother's life were the physical, occupational, and speech therapists," said Orenstein.

The \$500 award is given to a student with a strong academic record in one of the areas of Communicative Disorders, Occupational Therapy, or Physical Therapy who has a history of interest in community services of the elderly.

*Western News
November 3, 1988*

Barbara Sexton Lectureship

The first annual conference on independent studies in evidence-based practice was held in 1999. This celebrated the research projects undertaken by the students and continues to be an annual event in the School. The Barbara Sexton Lectureship was also inaugurated in 1999. This lectureship began with a fund established by Barbara, a former faculty member for many years, and also an Assistant Dean, to reward innovation and excellence in occupational therapy teaching and foster professional enrichment.



Professor Barbara (Posthuma) Sexton and husband Allan

Barbara also obtained an international reputation through her many years as secretary of the World Federation of Occupational Therapists (WFOT). The following is a list of the recipients of this award and the topics of their lectures to date:

- ∴ 1999 – Thelma Sumsion – Research: The journey of a lifetime
- ∴ 2000 – Anita Unruh – Application of the spirituality construct to evidence based practice
- ∴ 2001 – Loree Primeau – Leadership as a way of being
- ∴ 2002 – Mary Law – Participation in everyday life
- ∴ 2003 – Not Awarded due to illness

- ∴ 2004 – Elizabeth Townsend – A meditation on the visibility and viability of enabling occupation
- ∴ 2005 – Ruth Zemke – Time, space, and occupations: Interactions shaping our perceptions of life
- ∴ 2006 – Catherine Backman – Doing, being and participating
- ∴ 2007 – Gail Whiteford – Wellbeing: An occupational perspective

Staff

The Staff members have made many valuable contributions to the accomplishments of the School. It is because of them that students are enrolled and grades submitted, faculty members are supported, physical space and equipment work, minutes and reports are generated, events are organized, placements are coordinated, budgets are managed etc. etc. etc. They are extremely valuable members of the School team and their contributions are legendary. Appendix L lists them and the dates we were able to locate.

Research

The School has a proud and developing research record that has been clearly built from a strong base. In 1983, there were only three faculty members holding PhD degrees. Currently, in 2007, there are 10 with doctoral degrees. In the early years, faculty members were hired to be educators with little time, because of teaching loads and limited knowledge base, to be involved in research.

The data in the following chart were obtained from various Directors' and Faculty reports and is clearly incomplete. However, its intent is to show advancement and growth in research productivity.

Table 3
Research Productivity

Year	Publications	Research Dollars
1977-78	1	
1978-79	3	
1979-80	6	
1980-81	3	\$48,514
1981-82	12	\$23,970
1982-83		\$25,114
1983-84		\$114,902
1984-85		\$123,000
1985-86		\$92,500
1987		\$516,609
1988-89		\$392,533 (ranked first among Ontario Programs in Occupational Therapy)
2004-05	34	\$190,486
2005-06	41	\$3,854,095

Faculty members in the School currently focus on a wide range of research areas including the following:

Accessibility

Assistive technology

Augmentative communication strategies

Client-centred practice

Clinical education

Cultural dimensions of illness

Ethical practice

Fear of falling

Measurement

Movement parameters

Safe transportation

Retirement

Return to work

Universal design

There are also a broad range of interests in the area of occupational science including occupational adaptation, competence and engagement.

Internationalization

From the early days, the members of the School have had an interest in international development. In 1974, Gwen Parker and two third year students spent two months on Baffin Island. The purpose of this visit was “to determine the extent to which changes in traditional native industries affected the roles of the Inuit and to assess and treat selected clients presenting various types of physical dysfunction” (M. Trider annual report 1974-75). This early interest has blossomed into a strong record of international research and clinical placements. Several students each year now complete clinical education in countries such as England, Ireland, Scotland, Australia, New Zealand and more recently South Africa and Tanzania. Faculty undertake research collaborations in numerous countries including England, Brazil, Israel, Ireland, Australia and Scotland.

In addition, Dr. Jo Barker of the Occupational Therapy Program from Perth, Australia came in 1998 under a Bright (United Kingdom) Scholarship to share her knowledge of Australian curricula, programs of research and new developments in fieldwork. She remained in the School for six weeks.

The School now has a strong international reputation that continues to attract scholars from other countries to come visit with us. These scholars have come from the United States, Germany, Belarus, and Australia.

Faculty Roles in National and Provincial Organizations

Since the inception of the School, faculty members have made valuable contributions to the work of both national and provincial professional organizations. It has not been possible to include all of this work but the work of current faculty members is noted in Appendix M. To date, three members of the School have received the Muriel Driver Lectureship which is the highest honour bestowed by the Canadian Association of Occupational Therapists. These recipients have been Thelma Gill (Sumsion) in 1986, Helene Polatajko in 1992, and Jan Polgar in 2006.

Summary

The completion of Part One of this document has indeed been a labour of love and a true testament to the many accomplishments of this great School. We felt it was important to record this history while the historians and the relevant documents were still accessible. As we stated in the introduction, it may not be a perfect record but we hope it makes a giant step forward in recording our valuable history. Sincere thanks are extended to the many faculty, staff and students who worked with us to unearth facts and validate our recollections. The School of Occupational Therapy at The University of Western Ontario has a very rich and proud history, and we are confident that current and future faculty, staff, and students will continue to build on this proud past to create an even stronger future.

J. MacKinnon & T. Sumsion

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Appendix A

Advisory Committee Members

June 1970:

Dr. O.H. Warwick, Vice-President (Health Sciences)

Dr. W.S. Turner, Representing Vice President (Academic)

Dr. D. Bocking, Dean of Faculty of Medicine (Chairman)

Dr. W.J. McClelland, Associate Dean of Graduate Studies, Chairman-Elect of
Department of Psychology

Dr. G.E. Hobbs, Head of Department of Psychiatry

Dr. R.M. Aldis, Department of Community Medicine

Dr. C.H. Vanderwolf, Department of Physiology and Psychology

Professor J.I. Williams, Department of Sociology

Dr. M.G.P. Cameron, Head of Department of Physical Medicine and Rehabilitation

Dr. J.C. Rathbun, Head of Department of Paediatrics

Dr. D.G. Gwyn, Department of Anatomy

Mrs. I. Allison, Director of Occupational Therapy Services, London Psychiatric Hospital

Miss R. Brotherston, Clinical Occupational Therapist

Professor P. Calvert, Faculty of Nursing

Professor M.F. Trider, Chief Instructor, Program of Occupational Therapy

Council of the Faculty of Medicine. (1970). A proposal to establish a four-year
Baccalaureate program in occupational therapy at The University of Western Ontario,
Faculty of Medicine.

Appendix B

Contributors to the Development of the Original Curriculum

Dr. O.H. Warwick, Vice-President (Health Sciences)

Dr. W.S. Turner, Office of the Vice-President (Academic)

Dr. D. Bocking, Dean of Medicine

Dr. J.K. Watson, Registrar

Miss R.C. Aiken, Dean of Nursing

Mr. B. Browning, Assistant Registrar

Miss S. Morgan, Head of Physical Therapy Program

Dr. R.C. Buck, Chairman, Department of Anatomy

Dr. C.W. Buck, Chairman, Department of Community Medicine

Dr. J.C. Rathburn, Head, Department of Paediatrics

Dr. M.G.P. Cameron, Head, Department of Physical Medicine and Rehabilitation

Dr. J.J. Sequin, Department of Physiology

Dr. G.E. Hobbs, Head of Psychiatry

Professor J.I. Williams, Department of Sociology

Dr. W.J. McClelland, Department of Psychology and Associate Dean Graduate Studies

Professor D.F. Chapin, Department of English and Chairman of SUAPP

Dr. R.B. Aldis, Regional Medical Officer, Ontario Department of Health

Mrs. S. Tate, Advisor in Occupational Therapy, Ontario Department of Health

Mrs. L. McCordic, Consultant in Occupational Therapy, Mental Health Division, Ontario
Division, Ontario Department of Health, and a Director, Canadian
Association of Occupational Therapists

Dr. G.B. Large, Director, Special Health Services Branch, Ontario Department of Health

Appendix B (continued)

Mrs. J. Bernd, Executive Secretary and Consultant, Canadian Association of Occupational Therapists

Dr. B. McNeel, Director, Professional Services Branch, Ontario Department of Health

The London and District Society of Occupational Therapists

Dr. J.B. Neilson, Executive Director, University Hospital, London

The Chairman and Faculty of the School of Occupational Therapy, College of Arts and Letters, University of Southern California

The Director and Faculty of the Boston School of Occupational Therapy, Tufts University, Boston, Massachusetts

Professor F. Cromwell, President, American Association of Occupational Therapists

Directors of the following schools of Occupational Therapy:

Ecole d'Ergotherapie, Universite de Montreal

School of Occupational Therapy, University of Illinois, Chicago, Illinois

School of Occupational Therapy, University of Minnesota, Minneapolis, Minnesota

Occupational Therapy School, University of Wisconsin, Madison, Wisconsin

Appendix C

Directors of the School of Occupational Therapy

Faculty Member	Years of Service
Trider, M.	1971-1978
Trujillo, S. Acting Director	1976-1977 1978-1983
MacKinnon, J.	1983-1994
Polatajko, H.	1994-2000
Polgar, J. (Acting Director)	2000-2001
Miller, L. (Acting Director)	2001-2002 (Feb.)
Sumsion, T.	2002 (March) -2007
Mandich, A.	2007- 2012

Appendix D

Initial Faculty Members

Faculty Member	Years of Service
Ernest, M.	1971-1994
Mack, J.	1971-1974
Parker, G.	1971-1977
Trider, M.F.	1970-1978

Appendix E

Faculty Members and Honorary Appointees Starting in 1973-1974

Faculty Member	Years of Service
Burton, H.	1974-1982
Posthuma/Sexton, B.	1974-1996
Sommerfreund, J. (part time after 1982)	1973-1985
Tafer, P.	1973-1982
Verma, K.	1973-1976
Honorary Appointee	Years of Service
Abrams, L.	1973-1977
Allison, I.	1973-1977
Finlay, B.	1973-1974
Kydd, M.	1974-1975
MacKinnon, J.	1973-1974
O'Brien, F.	1973-1992
Shimeld, A. (see note below)	1972-1992
Stevenson, A.	1973-1976
Tate, S.	1973-1974
Woolcock, H.	1973-1975

Any history document is made richer by the recollections of those who lived that history. Marilyn Conibear provided one such story regarding the appointment of Arlene Shimeld. It appears that Arlene was never an honorary appointee. Her story certainly appears to be unique among the faculty members. She started with the School in 1972 as a clinical instructor in occupational therapy, and she retired in 1992 as a clinical associate professor in occupational therapy and was apparently the only person to do so. She was originally hired on contract by both the university and university hospital. She was to work part time for both but as part time positions go, both masters wanted her full time. She left it to her two bosses to sort out how this would work and they did. She went through the publish or perish rituals to achieve her clinical associate professor position.

Appendix F

Faculty Members Between 1975 and 1990

This appendix contains a list of all those who were located in the School records as being either clinical appointments or paid employees. Stars indicate those known to be full time faculty.

Faculty Member	Years of Service
Adlakha, K.*	1977-1978
Armour, L.	1977-1978
Bain, S.	1976-1978
Benedetti, P.	1979-1988
Bossers, A.*	1987-present
Buchanan, J.	1975-1976
Burton, H.J.*	1975-1984
Calcutt, P.	1979-1985
Cavanagh, P.*	1989-1994
Chapdelaine, F.	1975-1980
Cleary, F.	1977-1984
Cook, J.*	1990-2005
Cooper, B.	1975-1977
Cracknell, J.	1975-1980
Currie, S.	1982-1984
Davey, S.	1979-1981
Dubois, J.	1984-1987
Fisher, J.	1986-1992
Fox, A.	1984-1987
Frelick, L.	1984-1985
Froats, B.	1986-1992
Gage, M.*	1982-1990
Galloway, E.	1981-1982
Gardner, R.	1989-1992
Gill/Sumsion, T.*	1976-1984, 1990-1996, 2002-present
Goldberg, B.	1984-1992
Goldenberg, K.	1979-1987, 1989-1990
Goodchild, R.	1989-1992
Goodmurphy, M.	1980-1981
Gould, L.	1975-1976
Grainger, J.*	1981-1984
Grinius, V.*	1979-1981
Holdsworth, P.	1986-1987
Humphrey, J.	1976-1978, 1981-1992
Hurst, L.	1984-1987
Jaatoul, N.	1984-1985

Appendix F (continued)

Faculty Member	Years of Service
Jones, I.	1991
Kertesz, A.	1984-1991
Koval, J.	1989-1992
Laidley, L.	1975-1978
Malloy-Miller, T.*	1986-1988, 1993-1996
Martin, A.	1984-1991
Maude, V.*	1981-1983
McCullagh, S.	1983-1988
McLinden, J.	1976-1984
McLure, M.*	1975-1977, 1986-1988, 1999-2000
Measor, D.	1976-1982
Miller-Polgar, J.*	1982-present
Mills, B.	1986-1992
Morton, M.	1976-1981
Murphy, K.	1976-1978, 1995-1996
Newell, E.	1984-1987
Noh, S.*	1989-1993
Ollson, J.	1975-1988
Parsons, W.	1986-1992
Pickard, L.*	1976-1977
Pierce, R.	1983-1988
Polatajko, H.*	1982-1996
Popham, L.	1976-1978
Quintyn, M.*	1983-1985
Ramos, D.	1976-1978
Rawiller, H.	1975-1976
Reno, C.	1982-1984
Robinson, K. (Harburn and now Trent)*	1977-present
Rusticus, G.	1979-1980
Schmah, K.	1975-1978
Shah, D.	1976-1978
Sutton, D.*	1988-1993
Tampilic, G.	1979-1980
Thompson, A.	1983-1984
Treacy, C.	1975-1977
Trujillo, S.*	1975-1978, 1986-1996
Versnel, J.*	1991
Zur, B.	1979-1980

Appendix G

Supervisors and Their Students who Completed a MSc Thesis.

Year	Supervisor	Student
1991	J.R. MacKinnon	Rhysa Leyshon
1992	H.J. Polatajko	Colleen Willoughby
1992	S. Noh J.V. Cook	Mary Managh
1992	S. Noh	Marie Gage
1992	H.J. Polatajko J. Miller Polgar	Joan Versnel
1993	K. Harburn	Teri Shackleton
1993	H.J. Polatajko	Deborah Laliberte
1993	J.V. Cook	Sandra Hayman
1994	H.J. Polatajko	Anne Wilcox
1994	H.J. Polatajko	Rose Martini
1994	J. Miller Polgar	Marjorie B. McLure
1995	S. Noh J.R. MacKinnon	William C. Miller
1995	J. Miller Polgar	Helena M. Steinmetz
1995	S. Noh J. Miller Polgar	HyeJung Park
1995	J.V. Cook H.J. Polatajko	Laura J. MacGregor
1996	H.J. Polatajko	Heather A. Emerson
1996	H.J. Polatajko	Anne Connor Schisler
1996	J.V. Cook	Deborah J. Corring
1997	J.V. Cook	Karen L. Rebeiro
1997	S.J. Spaulding	Lea E. Klinger
1997	H.J. Polatajko	Angela D. Mandich
1997	J.V. Cook	Susan Nagle
1997	H.J. Polatajko	Donnalee Schwammle
1997	K. Harburn	Lynn Shaw
1998	S.J. Spaulding	Leann Merla
1998	H.J. Polatajko	Natalie J. MacLeod-Schroeder
1998	J.R. MacKinnon	Diana Guest
1998	J. Miller Polgar	Ingrid Barlow
1998	J. Miller Polgar R. Segal	Jennifer Landry
1998	S.J. Spaulding	Diane Tse
1999	L. Miller	Karen Zehnal
1999	K. Harburn	Susan Yee
2000	J. Miller Polgar	Desiree Grant

Appendix G (continued)

Year	Supervisor	Student
2000	K. Harburn J. Kramer	Susan Street
2000	H.J. Polatajko	Jane Davis
2001	J.R. MacKinnon	Andy Freeman
2001	L. Miller	Janice Vandervooren
2001	J. Jutai	Nadia Browning
2001	M. Kertoy L. Miller	Nancy (Tennant) Stillinger
2002	S.J. Spaulding	Paula Gilmore
2004	S.J. Spaulding	Beata Batorowicz
2004	S.J. Spaulding	Rebecca Timbeck
2004	S.J. Spaulding	Jane Cox
2005	J. Miller Polgar	Sarah P. Morgan-Webb
2005	S.J. Spaulding	Catherine A. Vandersluis
2006	T. Sumsion	Mary Beth Bezzina
2006	A. Mandich	Anelise Z. Salces
2007	D. Laliberte Rudman	Silke Denhardt

Appendix H

Faculty Members (both university employees and clinical appointees)
Between 1991 and 2004

Faculty Member	Years of Service
Baptiste, S.	1995-1996
Corring, D.	1995-1996, 1999-2000
Emerson, H.	1994-1997
Hobson, S. *	1991-present
Jones, I.	1991
Jutai, J. *	2000-2002
Kernaghan, J.	2000-2004
Klinger, L.*	1997-1998, 2000-present
Kramer, C. *	1991
Landry, J.	1999
LeClair, K.	1997
Lee, C. *	2000-2006
Lee, D.	1991-1997
Malloy Miller, T.	
MacGregor, L.	
Mandich, A. *	2000-present
Miller, L. *	1996-present
Miller, W.	1995-2000
Murphy, K.	
Pardo, M.	1994
Schweizer, E. *	1993-1994
Segal, R. *	1995-1996
Shaw, L. *	2003-present
Spaulding, S. *	1993-present
Strock, A. *	1991-1995
Versnel, J. *	1991
Whippey, E.	2001
Willoughby, C.	1993-1997
Zhao, J.	1995

*= Known to be university employees

Appendix I

Faculty Members who Joined the School from 2005 to 2008

M.B. Bezzina

B. Batorowicz

G. Jones (left the School in 2007)

A. Kinsella

L. Magalhaes

D. Rudman

Appendix J

Occupational Therapy Graduate Numbers (1974-2007)

Program Graduates	Year of completion
9	1974
18	1975
20	1976
29	1977
30	1978
30	1979
35	1980
35	1981
27	1982
35	1983
33	1984
33	1985
26	1986
36	1987
32	1988
34	1989
33	1990
32	1990-1991
34	1991-1992
34	1992-1993
47	1993-1994
42	1995
44	1996
45	1997
47	1998
46	1999
45	2000
45	2001
45	2002
43	2003
47	2004
48	2005
45	2006
48	2007
1232	Total

Appendix K

Student Awards

Since the inception of the School, a variety of student awards have been offered. The following list is an incomplete picture as historical documents no longer exist to provide a comprehensive summary. However, we wanted to acknowledge both those who offer these valuable awards and the students whose accomplishments they acknowledge.

Richardson Citizenship Award

Awarded to the occupational therapy student who demonstrates excellence in service, dependability, leadership, clear sense of purpose and spirit. The winner is selected by their classmates.

1981 Bill Milligan
1982 Diane Robinson
1983 Jane Cox
1984 Lynn Scarrow and Theresa Sullivan
1985 Cathy Wilson
1986 Paula Marcone
1987 Cindy Thomas
1988 Lynda Vokey
1989 Merle McDonald
1990 Theresa Straathof
1991 Michelle Debiegne
1992 Kathleen Raum
1993 Shannon Honsberger
1994 Linda Bolack
1995 Jennifer Lynn
1996 Elise Singer
1997 Patricia Beckwith
1998 Elizabeth Whippey
1999 Claire Mallon
2000 Yoon-Hwa Park and Sandra Thompson
2001 Lara McEachren
2002 Stephen Epp
2003 Sarah Sanders
2004 Michelle Kameda

The Hobson Award for Studies in Gerontic Occupational Therapy

Awarded annually to a full time student in the second year of their MSc(OT) degree program in Occupational Therapy based on academic achievement and the evaluation of the student's proposal for a Supervised Study in Evidence Based Practice (SSEBP) [later changed to Supervised Study in Occupation (SRO)] in the field of Gerontic Occupational Therapy.

2000 Dayna Grosse
2001 Alison Behm and Michelle Fraser
2002 Leanne Rossini
2003 Andrea Sorcinelli
2004 not awarded
2005 Rebecca Desjardins and Robin Rader
2006 Morgan Will and Heather Gander

The Marilyn Ernest Scholarship

Awarded to the occupational therapy student who has demonstrated excellence in both academic and clinical courses equally.

Graduating students

2000 Kecia Singh
2001 Nicole Pinkston
2002 Tracy Milner
2003 Kelly Oliver
2004 Andrea McKellar
2005 Jennifer Sibley
2006 Becky Desjardins
2007 Katrin Klein

Year one students

2006 Katrin Klein
2007 Ashley Finlayson

The Ann Bossers Fieldwork Excellence Award

Awarded to the student with the highest cumulative average at the end of all fieldwork courses.

2000 Kecia Singh
2001 Erin Thomson
2002 Tracy Milner
2003 Nora Fayed
2004 Karen Tomlin
2005 Jennifer Sibley
2006 Danielle Nason and Suzanne Chappel
2007 Katrin Klein

The Ontario Society of Occupational Therapists (OSOT) Award

Awarded to an outstanding occupational therapy student who demonstrates strong and continued achievement, leadership or interest in one or more of the following: public, government, political, research, advocacy or marketing issues facing the profession of occupational therapy in Ontario; current healthcare trends in terms of provincial legislation; public/peer/client education promoting the profession of occupational therapy.

2000 Verna Chan
2001 Erin Thomson
2002 Tracy Milner
2003 Nora Fayed
2004 Michelle Kameda
2005 Kelly Winkiewicz
2006 Anna Park
2007 Shiva Elmaadawi

The Canadian Association of Occupational Therapists (CAOT) Award

Awarded to the graduating student who demonstrates consistent and exemplary knowledge of occupational therapy theory and who obtains the highest academic standing in occupational therapy coursework throughout the entire occupational therapy program.

2000 Ewa Bochinski
2001 Nicole Penner
2002 Mary-Beth Savage
2003 Kelly Oliver
2004 Debra Johnston
2005 Shanon Phelan
2006 Rebecca Desjardins
2007 Emily Ewert

Broda Award

For the highest combined mark in OT541a and 542 courses.

2000 Nikala Chute
2001 Patricia Woolcott
2002 -
2003 -
2004 -
2005 Rebecca Desjardins and Larysa Sereda
2006 Kent Lewis
2007 Ashley Finlayson

Smith and Nephew Award

For showing the most promise in the advancement of the profession by innovative and creative contributions and maintained good academic performance.

1997 Lisa Louise Marshall
2000 Brenda Vrkljan
2001 Mercedes Reeb
2002 Ashley Black

Roulston Innovation Award-- Sponsored by the Canadian Occupational Therapy Foundation (COTF)

Given to the graduating student that demonstrated the most innovative idea during coursework and innovative program development.

2004 Mentor Group A
Amandeep Bains
Kathleen Gahagan
Christie Hamel
Amanda Longfield
Lesley Tischler
Sandra Veal
2005 Jennifer Mosher
2006 Jill Robbins
2007 Mentor Group F
Amanda Neiman
Alex Priest-Brown
Jennifer Nelson
Jill Dodman
Maria Nikolova
Grytsje Schurer

Norman and Leah Orenstein Award

Awarded on the recommendation of the Faculty Executive Committee to a student with a strong academic record entering the final year of clinical program studies in either physical or occupational therapy. The individual should have a history of interest in community service with the elderly.

1988 Barbara Malott
2000 Lara McEachren
2002 Alison Kenney
2004 not awarded
2006 not awarded

Occupational Therapy Award

Awarded to a full time graduate student pursuing a Master of Science in Occupational Therapy degree, based on factors including academic achievement.

2007 Jacqueline Toman

Gold Medal Award Recipients: Occupational Therapy	
YEAR	NAME
1973 – 1974	Marilyn Topley
1974 – 1975	Carol Whiteside
1975 – 1976	Wendy Fee
1976 – 1977	Patrice Weiss
1977 – 1978	MaryKay Kennedy
1978 – 1979	Lea Klinger
1979 – 1980	Wendy Bold
1980 – 1981	Maureen Parker
1981 – 1982	Mary Egan
1982 – 1983	Donna Litwin
1983 – 1984	Lynn Scarrow
1984 – 1985	Janice Foster
1985 – 1986	Cheryl Antoniak
1986 – 1987	Sharon Grad
1987 – 1988	Katherine Nunn
1988 – 1989	Corinne Schriver
1989 – 1990	Christine Linton
1990 – 1991	Kelly MacDonnell
1991 – 1992	Steven Wheeler
1992 – 1993	Allyson Champagne
1993 – 1994	Tricia Eickmeyer
1994 – 1995	Beata Batorowicz
1995 – 1996	Charlene O'Connor
1996 – 1997	MISSING
1997 – 1998	Gila Messeri Tammy Dunn

Appendix L
School of Occupational Therapy
Staff History Information

1972–1975	Jane Coalter (Program Secretary)
1975–1978 or 1979	Jane Coalter (Administrative Assistant) K. Katsiroumbas (Secretary to the Director)
1979–1984 or 1985	K. Katsiroumbas (Administrative Assistant) M. Skladany (Secretary)
1983–1985	Jan Veitch (Kernaghan) (worked for Northern Outreach Program) Gaye Hongisto
1984–1990	Julia McDonald
1987-1989	Anna Vandendries
1989-1990	Ann Nagy
1990-1996	Jan Woloshyn
1990-Dec.1999	Lynn Helwig (on leave to 2000)
1991-1998	Donna Foote
1993-1994	Susan Weekes
Intermittent from 1996-1998	Sandy Sargeant
June-Oct. 1999	Tracey O'Rourke
Nov. 1999-Feb. 2000	Nikki Petrie
Feb.-April 2000	Sue Buitinga
1992 – present	Helen Kerr (Administrative Assistant)
1998 – present	Tina Czyzewski (Graduate Affairs Assistant)
2002 – 2011	Theresa Nielson (Fieldwork Assistant)
2005 – 2008	Nancy Nicholls

Appendix M

Faculty Roles in National and Provincial Organizations

Mary Beth Bezzina

Co-chair Ontario Society of Occupational Therapists (OSOT) annual conference
Director member Services portfolio, OSOT Board of Directors

Ann Bossers

Member of Association of Occupational Therapy University Programs (ACOTUP) executive
Chair of the University Fieldwork Coordinators Committee (UFCC)
Chair of Ontario Fieldwork
Member of Association of Occupational Therapy Regulatory Organizations (ACOTRO)
Competency design
Member of CAOT Profile of Practice Design

Sandra Hobson

Registrar and Secretary-Treasurer, New Brunswick Association of Occupational Therapists
OCUPRS (Ontario Council of University Programs in Rehabilitation Science) representative,
Career Re-entry Education
Member, OSOT Conference Planning Committee
Member, Canadian Association of Occupational Therapists (CAOT) Academic Credentialing
Council
Program Liaison, Working Group for the Indicators Project, CAOT Academic Credentialing
Council
Chair, Ontario Society of Occupational Therapists Research Fund (OSOTRF) Committee
Chair, Canadian Occupational Therapy Foundation (COTF) Publication Awards Committee
Member, Planning Committee for 2nd Canadian Occupational Science Symposium
Member, CAOT Conference Abstract Review Board
Column Editor, "Watch Your Practice", *OT Now*
Chair, CAOT Academic Credentialing Council

Lisa Klinger

Chair, Ontario Society of Occupational Therapists Nominating Committee
President, Ontario Society of Occupational Therapists
President Elect, Ontario Society of Occupational Therapists
Director of Professional Promotion, Ontario Society of Occupational Therapists
Ontario Society of Occupational Therapists Representative to Workplace Safety & Insurance
Board Consensus Table on Evidence for Chronic Low Back Pain Program of Care
Abstract reviewer for annual CAOT Conference

Angie Mandich

Organizational committee member for Occupational Science Conference, Toronto, Canada
Chair and Convenor with Brenda Wilson, DCD–V: International Conference, Banff Alberta
Acting Chair, Canadian Occupational Therapy Research Committee (COTF)
Steering Committee, Canadian Society of Occupational Science
OSOT Research Fund, Committee Member
OSOT Workers Safety & Insurance Board Committee, Invited Member

Jan Polgar

Chair, Certification Examination, Item Generation Board, Canadian Association of Occupational Therapists
Advisory Committee Member, Tools for Living Well Research Project, Canadian Association of Occupational Therapists.
Chair-elect, Chair and Past-Chair, Canadian Association of Occupational Therapists Certification, Examination Committee
Member, Canadian Journal of Occupational Therapy Editorial Board
Reviewer, Canadian Journal of Occupational Therapy
Reviewer, Occupational Therapy Journal of Research
Reviewer, Assistive Technology
Reviewer, Journal of Rehabilitation Research and Development
Reviewer, Canadian Institutes of Health Research
Reviewer, National Institutes of Health
Academic Representative, Council, College of Occupational Therapists of Ontario
Chair, Quality Assurance Committee, College of Occupational Therapists of Ontario
Member, Registration Committee, College of Occupational Therapists of Ontario
Member, Academic Review Subcommittee, College of Occupational Therapists of Ontario
Member, Evaluation and Improvement Subcommittee, College of Occupational Therapists of Ontario
Member, Practice Review Subcommittee, College of Occupational Therapists of Ontario
Chair, Board of Ontario College of Occupational Therapists
Vice-President, Association of Canadian Occupational Therapy University Programs
Chair, Association of Canadian Occupational Therapy Regulatory Organizations
Member, Ontario Society of Occupational Therapists Research Fund Development Committee
Member, Board of Canadian Seating and Mobility Conference
Member, Canadian Adaptive Seating and Mobility Association Board, Research Portfolio
Researcher Representative, Board of Directors, AUTO21; Member, Intellectual Property Committee

Debbie Rudman

Chair OSOT Research Fund

Member CAOT Certification Examination Committee

Vice President Canadian Association of Occupational Scientists (CSOS)

Member executive of International Society of Occupational Scientists (ISOS)

Canadian representative at two international occupational science think tanks

Lynn Shaw

Chair of the Work Practice Team with a focus on getting knowledge and evidence into the hands of therapists who work in the broad workplace sector

Member of the founding steering committee and initiative to develop a network/mentorship program for the educationally influential clinical members in work practice. This steering committee is unique in that it is comprised of representatives from, COTO, OSOT and the Institute for Work and Health started in 2005

President CSOS

Canadian representative at international occupational science think tank

Sandi Spaulding

Member Editorial Board Canadian Journal of Occupational Therapy (CJOT)

Member Editorial Board Occupational Therapy Journal of Research

Reviewer Panel Member on Special Section on Rehabilitation NIH (USA)

Reviewer Gait and Posture Journal

Thelma Sumsion

Chair, OSOT Conference Program Committee

Chair, OSOT EBP Task Force

Chair, COTO Continuing Education Committee

Member, CAOT Academic Credentialing Committee

Member, COTF Publication Awards Committee

Member, Review Board, CJOT

President, ACOTUP

Canadian Delegate to World Federation of Occupational Therapists (WFOT)

President, CAOT

Chairman, Federal Task Force on Guidelines for the Client-Centred Practice of Occupational Therapy

Addendum
AWARDS, PRIZES, SCHOLARSHIPS, GIFTS, LECTURESHIPS
1971-2007
Faculty

Hobson, Sandra

2002 “Doctoris honoris causa” – Belarusian State Medical University

2012 CAOT Fellowship

Kinsella, Anne

**2006 Excellence in Teaching Award, Student Council, School of Occupational Therapy,
Faculty of Health Sciences**

**2006 Invited Keynote Address. *Cultivating reflection in health professional education: Why does it matter?* Celebrating clinical education conference, Faculty of Health Sciences,
University of Western Ontario. London, ON.**

Klinger, Lisa

**2005-2006 Disability Advancement Award (for making Western a more accessible campus),
presented by The University of Western Ontario Student Council**

Acknowledgements
Part One

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Joanne Cook

Tina Czyzewski

Shiva Elmaadawi

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Sandra Hobson

Helen Kerr

Angie Mandich

Helene Polatajko

Jan Polgar

Sandi Spaulding

Steve Trujillo

Kristen Wyatt

PART TWO
2008-2012

Prepared by Joyce MacKinnon

Edited by Thelma Sumsion

Part Two
2008 to 2012

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PREFACE

Dr. Angie Mandich, Director of the School of Occupational Therapy (OT) invited me, a few years ago, to update the history of OT at The University of Western Ontario (now called Western University). The original history was written by Dr. Thelma Sumsion and me, covering the period from the inception of the Program in 1971 to 2007. This current update covers the period from 2008-2012.

The first year working on this project was a vertical learning curve for me as I delved into curriculum changes and language. Just as I was gaining insight into the curricula, it changed. Both Sandra Hobson and Lisa Klinger gave me expert advice. Thelma Sumsion and Cathy Collins provided me with valuable information regarding the inception, development and implementation of the Master and Doctoral fields in Occupational Science. Heidi Eastwood provided me with secretarial assistance whenever her time permitted.

In 2010, The Canadian Association of Occupational Therapists (CAOT) review occurred and again major curricula changes, both inside the School as well as in Occupational Science in the Health and Rehabilitation Sciences, were implemented. My research and writing ceased whilst preparations were made prior to the review. It was, however, possible during 2010 and 2011 to collect data on admissions, faculty committees, and faculty and staff members. Most helpful in this aspect of the document were: Susan Brown, Tina Czyzewski and Helen Kerr.

Most recently in 2012 updates on data already collected were reviewed. Lynn Shaw provided me with scholarships, grants, awards and publications of doctoral students in occupational science. Jeff Holmes offered insights into the new combined doctoral program in occupational therapy and occupational science or a doctorate from some other field in Health and Rehabilitation Sciences. Ann Bossers supplied fieldwork information. Kelly Gain assisted in editing, typing tables and inserting charts into text and confirming data. Her help was invaluable in the completion of this document. Angie Mandich offered ongoing support and interest throughout the project.

Writers are often considered to spend hours in solitary confinement hour after hour and day after day which is partially true but there is also a very heavy reliance on experts to help with the sources of information and the collection of some of it. This document would not have been possible without the ongoing support of many faculty and staff that helped in various ways but also the entire faculty who were involved indirectly if not directly.

Joyce MacKinnon

OVERVIEW

In Part One of the history for the School of Occupational Therapy, which covered the years from 1971 to 2007, many avenues were explored.

In Part Two we have the luxury of being able to compress and condense some areas whilst expanding others as program changes occur. Because the history is fresh, new, and happening as it is being written, we can be more confident of the factual nature of this information.

A. Overview of History

Factual information on our historical roots was often not available in Part One, because we had to rely on many people's memories which can yield interesting, conflicting but not always factual information. To avoid this pitfall in the future, it was decided to try to keep abreast of history as it unfolds. This, then, is that attempt to capture our history as it happens.

In Part Two, we describe the program offered during the 2008 – 2012 period, the faculty, and numbers of students who participated in these programs. In addition, the research activity of faculty and graduate students is articulated in conjunction with the research grants generated and publications disseminated. Not only are we interested in research grants, scholarships, and publications but also in the awards, and prizes in which our faculty are recognized for their educational contributions.

B. Organizational Chart

The Dean of the Faculty of Health Sciences has jurisdiction over six Schools of which Occupational Therapy is one, three free standing Centres, and the nine Fields in Health and Rehabilitation Sciences in which the Master's and Doctoral Programs in Occupational Science are housed. In Occupational Therapy, the Director reports directly to the Dean, and in Occupational Science, the Field Head reports to the Chair of Health and Rehabilitation Sciences, who in turn reports to the Dean. While this paragraph may be confusing to the reader, it should become clearer when one reads the Programs in subsequent sections.

Mission/Vision of the Faculty of Health Sciences and Occupational Therapy

The mission of the Faculty of Health Sciences is 'to lead in the generation and dissemination of knowledge in the areas of health and health care, rehabilitation, physical activity and sport'. Furthermore, we are committed to delivering the best student experience among Canada's research intensive universities. Our vision in the School of Occupational Therapy in 2012 is to be a leader in education, research and service in occupational therapy and occupational sciences locally, nationally and internationally.

PROGRAMS

The four programs to be presented in this section are: a Master's of Science degree in Occupational Therapy, MSc (OT); A Master's of Science degree in Health and Rehabilitation Sciences with a specialization in the field of Occupational Science; a Doctoral degree in Health and Rehabilitation Sciences with a specialization in the field of Occupational Science; and a combined MSc(OT)/ PhD degree.

A. MSc(OT)

The MSc(OT) degree is a professional program chosen by students wanting to engage in clinical practice as well as the only program offered solely by the School of Occupational Therapy, therefore greater attention and detail will be given to it.

a. Description of programs offered, inception of the program

This is a two year master's level entry to practice in occupational therapy. This MSc(OT) two year professional program was introduced initially in the fall of 1997, with the first convocation for this program happening in the fall of 1999. This MSc(OT) has gone through many iterations over the years. A revised program was implemented in the fall of 2010 with the most major revisions happening in the first term. The reason for the revised program was in response to feedback from students, faculty, and clinicians.

b. Goals of the revised MSc(OT) – Curriculum 2012

The goals of the professional master's degree are to educate practitioners who are competent to practice in entry level practice areas and to develop knowledge and professional attitudes in the graduates that will allow them to practice in an ever evolving health care context in a variety of settings (Accreditation, 2010, vol. 6, p. 1)

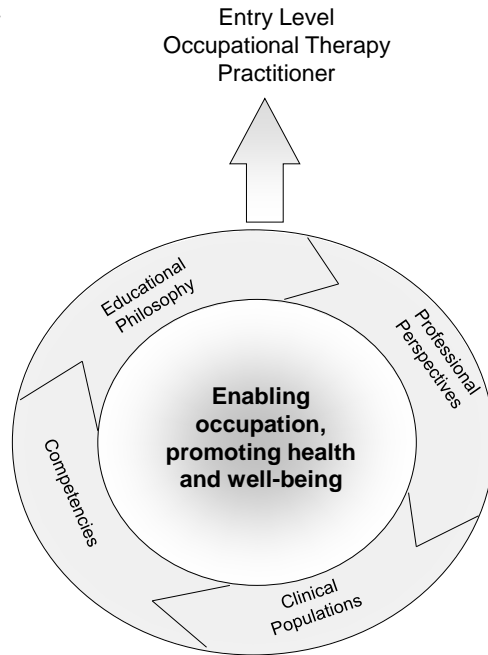
c. Professional and Educational Conceptual Framework of Revised MSc(OT)–Curriculum 2012

The professional conceptual framework and philosophy regarding the role and function of occupational therapists are based on two tenets – that occupational therapists enable meaningful occupation and that meaningful occupation leads to health and well-being. The educational conceptual framework's underpinnings rely on the philosophy that focuses on professional responsibility to oneself and others, therefore the curriculum is learner centred so opportunities are afforded and students are expected to take some responsibility for their own learning (Accreditation, 2010, vol. 6, p. 1). A curriculum model guides the delivery of major components of the program.

d. Curriculum Model – Revised MSc (OT) – 2011

Curriculum Model

Figure 1.



The intent of the model is to encourage creativity by faculty, clinicians and mentors in their teaching by utilizing four parameters to structure curriculum delivery. The model, then, is composed of these four pillars – educational philosophy, professional perspectives, client populations, and competencies. The curriculum model as presented in Figure 1 is integral to each course in the curriculum, using a matrix for year one and an advanced matrix for year two that includes practice contexts.

e. Curriculum – Matrix 1 & 2

There are two matrices that guide the curriculum in year one and two respectively. At the top of the year one matrix, there are eight **professional perspectives** – human occupation, occupational science, health and rehabilitation sciences, critical social and cultural perspectives, client centered practice, evidence based practice, ethical practice, and reflective practice and clinical/professional reasoning. At the right of the matrix there are the **educational philosophy** components, which are threefold – dialogue, responsibility, and experiential learning. At the bottom of the matrix, the **competencies**, which are the behaviours, attitudes, and abilities required by the graduate OT, are eight fold – expert in enabling occupation, communicator, collaborator, practice manager, change agent, scholarly practitioner, professional, and knowledgeable about self and others. At the left side of the matrix are **client populations** served. These include child/adolescent, adult, and older adult - all populations to whom OTs may expect to offer their services.

The matrix for year 2 is somewhat more complex, because it also includes seven practice areas, specifically: school, mental health, acute, rehabilitation, community, private practice, and work situations. It also integrates the professional perspectives with the educational philosophy. Much greater detail can be found in the Accreditation documents from which this was extracted (Accreditation, 2010, vol. 6, p. 3-24).

Each course describes the content topics, the client population addressed, the educational philosophy used, and the practice objectives addressed through developing competencies. The course also explains which components are the primary foci in the course and which are important but not explicitly taught (Accreditation, 2010, vol. 6, p. 2).

The Curriculum Document also features a Curriculum Map which shows the courses the student takes in progressing through the program, including fieldwork. More detailed diagrams and descriptions related to the curriculum can be found in the document titled *Curriculum 2011*. The curriculum is a living document and an updated current version can be found on the School's website at: www.uwo.ca/fhs/ot.

f. Fieldwork

Students in this curriculum are engaged in learning in context through hands-on experiences in the class, in the clinic, and in the community. They will be encouraged and expected to take responsibility for learning in action through engagement, reflection, and participation in placements. The clinical community continues to offer untold support for the fieldwork component of the curriculum.

Professional competency develops in three stages:

Stage 1 – Students apply knowledge under a supervisory or educational approach that emphasizes direct teaching, evaluation, and feedback.

Stage 2 – Students enter a transition phase in which they need to reflect on action, supported by a coaching approach.

Stage 3 – Students progress to reflection-in-action, supported by a consulting/mentoring approach to teaching.

There are four fieldwork courses in the curriculum. OT9580 is a four week full-time, level 1 placement (150 hours) in January of first year; OT9581 is an eight week full-time, level 2 placement (300 hours) in the summer after first year; OT9680 is a seven week full-time, initial level 3 placement (262.5 hours) in January/February of Year 2; and OT9681 is an eight week full-time, final level 3 placement (300 hours) in April to June of second year. This gives a total of 1012.5 fieldwork hours, which exceeds the 1000 hour requirement of the World Federation of Occupational Therapists. Additional fieldwork hours occur during OT9511 in the first weeks of the program, when students have approximately 15 hours of observation in a clinical setting, an opportunity to see theory in practice. As well, several other courses contribute a total of 85 integrated fieldwork hours (Accreditation, 2010, vol. 1, p. 15).

g. International Placements

The School of Occupational Therapy has been fortunate to be able to offer the MSc(OT) students a range of international placements. Between 2008 and 2012 approximately 92 students have taken advantage of these opportunities. The countries they have experienced include India, Scotland, Australia, Barbados, New Zealand, Trinidad, South Africa, Singapore, and Norway. Funding to off-set some of their expenses has been made available through grants and Faculty of Health Sciences and University initiatives. It is our plan and hope that these experiences will continue to be available, and that future classes can also benefit from the exceptional learning opportunities they provide.

h. Admission Criteria, Number of Students Admitted, Length of Study

Below are the numbers of applicants who applied to the Professional Program and the average required to make the cut-off for admission. This average varies from year to year depending on the educational quality of the applicants. As one can see, the numbers of applicants have dramatically increased from 475 in 2007 to 705 in 2012 for the same 55 spots. The cut off average has remained at approximately 80%. After 2009 the Grade Point Average (GPA) was used. The GPA of 3.5-3.7 represents approximately an 80% average.

(http://www.uwo.ca/fhs/ot/programs/msc_ot/index.html.4/8/2012)

Table 1. Number of Applicants and Cut-off Average

Year	# Applicants	Cut off Average
2007	475	79.4%
2008	724	79.9%
2009	681	80.7%
2010	699	3.53 GPA
2011	696	3.55 GPA
2012	705	3.61 GPA

Data were supplied by Sue Brown, ORPAS Admissions Coordinator

Requirements for admission include completion of a four-year degree or equivalent (excluding B.Ed. degree), with a minimum of 70% (B) in the last 10 full courses taken. Students with an A average (80%), and a Grade Point Average (GPA) of 3.5-3.7 (as calculated by ORPAS), or better, would normally be considered competitive applicants for the program. A three-year degree with additional courses, for a total credit of 20 full courses (the equivalent to four-year degree), will also be considered. Thirteen of the courses must be at a senior level (2000-4999), with three to four of these normally at the 3000 or 4000 level. It is suggested (not required) that applicants have certain undergraduate science courses (i. e., anatomy, biology, human physiology). (http://www.uwo.ca/fhs/ot/programs/msc_ot/index.html)

The table below shows the number of students admitted, along with the rate of graduation.

Table 2. Number of Students Admitted and the Rate of Graduation

Years	# Admitted	# Graduated	% Graduated
2008	57	50	88%
2009	56	46	82%
2010	57	56	98%
2011	55	49	89%

i. Committees Specific to This Program

In 2000, a Development Committee, called the Curriculum 2000 Task Force was established with four sub committees in Structure, Teaching, Methods, and Content. Once this curriculum was approved and implemented, the Curriculum committee was labeled the MSc(OT) Program Committee (S. Hobson, personal communication, March 30, 2010). The name of the committee was changed to the Curriculum Committee in November 2012.

j. Laddering to Other Programs

It is possible for a graduate of this program to ladder into the Doctoral Program, but typically the student would need to complete additional course work in research methods (S. Hobson, personal communication, March 30, 2010). A select number of MSc(OT) graduates have proceeded directly to the doctoral program in occupational science (L. Klinger, personal communication, March 17, 2010).

B. MSc – Occupational Science

A second option is a Master of Science degree, which is a graduate research program in Health and Rehabilitation Sciences in the Faculty of Health Sciences (FHS). Currently, there are some nine fields of study in this program, but the one which is referred to here is Occupational Science. This is a research degree and is not geared towards clinical practice in Occupational Therapy.

a. Description of Programs Offered

The multidisciplinary Graduate Program in Health and Rehabilitation Sciences has nine fields of study determined by areas of existing strength within the Faculty of Health Sciences. The fields reflect a cross between the disciplinary strengths in rehabilitation sciences and areas of multidisciplinary research that cut across the health and rehabilitation disciplines. Students apply and are admitted to one specific field. However, there is the opportunity to create a program of study that incorporates courses from additional fields. The emphasis in all fields is on research, and all fields are thesis-based programs.

- Health and Aging
- Health Professional Education
- Health Promotion
- Hearing Science
- Measurement and Methods
- Occupational Science
- Physical Therapy
- Rehabilitation Science
- Speech and Language Science

(http://www.uwo.ca/fhs/health_rehab_sci/fields/index.html, 3/20/2012.)

Table 3. Program Revisions in 2005

Previous Program	Field of Study in New Program
Doctoral Program in Rehabilitation Science	<ul style="list-style-type: none"> • Functioning, Disability & Health
MSc Program in Communication Sciences and Disorders	<ul style="list-style-type: none"> • Hearing Science • Speech & Language Science
MSc Program in Occupational Therapy	<ul style="list-style-type: none"> • Occupational Science
MSc Program in Physical Therapy	<ul style="list-style-type: none"> • Physical Therapy

b. Philosophical Underpinnings of MSc—Occupational Science

(This field replaced the previous MSc Program in Occupational Therapy and focuses on Occupational Science, not Occupational Therapy)

The philosophical underpinnings are:

- To provide opportunities to study occupational science from a disciplinary and inter-disciplinary perspective
- To provide opportunities for increased inter-disciplinary research
- To provide an option for students wishing to pursue graduate studies in occupational science

c. Conceptual Framework of MSc Curriculum—Occupational Science

Occupational Science provides an interdisciplinary perspective on the complexities of human occupation and its contribution to the health and well-being of individuals, communities, and societies. Occupation is defined broadly as groups of activities and tasks performed in daily life (e.g., work activities, self-care activities, leisure activities). The field encompasses theoretical perspectives on occupation from within and outside the related profession of occupational therapy. The research and science in this area includes personal, micro-environmental, and macro-environmental influences on occupation; the contributions of occupation at the individual, community, and society levels; approaches to effective occupational therapy and occupational enablement; professional education in occupational therapy; client-centred practice; and clients' experience of illness, occupation, and therapy.

http://www.uwo.ca/fhs/health_rehab_sci/fields/occupational_science.html

d. Curriculum

Master of Science (Occupational Science)

HS 9660a – Occupational Science: Foundations, Perspectives and Research Issues

HS 9602 – Qualitative Research Methods in Health and Rehabilitation Sciences

or:

HS 9601 – Quantitative Research Methods in Health and Rehabilitation Sciences

Research seminar in occupational science

An elective recommended by the Advisory Committee

Dissertation

e. Admission Criteria, Number of Students Admitted, Length of Study

For admission to the Master's program, applicants must possess a four-year degree from an accredited university. The program requires at least a 70% overall average in the last two full-time years of the undergraduate degree. Possession of this minimum average does not guarantee admission. Equivalent qualifications may be considered, based on the standards of the discipline or profession.

http://www.uwo.ca/fhs/health_rehab_sci/fields/occupational_science.html

Table 4. Master’s Program – Occupational Science – Admissions

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Field	Masters	Masters	Masters	Masters	Masters
Occupational Science	2	2	6	8	2

f. Changes to This Program if Applicable or Proposed

The only current change to the Master’s and Doctoral levels programs in Occupational Science was to merge the courses in foundations in theory and research into one course with two numbers (Lynn Shaw, Chair of Occupational Science personal communication March 19, 2012).

g. Committees Specific to This Program

There is only one committee, called the Occupational Science Field Committee, which is composed of the field chair, members, and a student representative. They meet as needed to discuss updates or changes to the HRS program. The field chair meets with students to develop connections with students and to plan for scholarly and social activities. They did have a steering committee when the field started, over five years ago, to guide the development of the courses, course requirements, milestones, comprehensives, etc. The steering committee is no longer in existence because the organizational logistics are in place (Lynn Shaw, Chair of OS field, personal communication, March 19, 2012).

C. PhD in Occupational Science

The third program offered is a Doctoral degree in Health and Rehabilitation Sciences in the Faculty of Health Sciences. Again, the relevant field is Occupational Science.

a. Description of the Program Offered

The doctoral program in Occupational Science is housed within the program of Health and Rehabilitation Sciences, as is the master’s degree in occupational science. This program was first offered in September of 2005.

b. Philosophical Underpinnings of the PhD

- To provide expanded opportunities for doctoral studies in both disciplinary and interdisciplinary areas of health and rehabilitation
- To train future academics and researchers in the health and rehabilitation fields to contribute to the rapid development of these fields

c. Conceptual Framework of PhD curriculum

The conceptual framework for the PhD Program in Occupational Science is the same as the Master’s Program in Occupational Science (see page 96).

d. PhD Curriculum

HS 9760b -- Occupational Science: Philosophy and Advanced Theory
Advanced methods courses at the 700 level
Research Seminar in Occupational Science – mandatory attendance for two years
Health & Rehabilitation Sciences Seminar Series
Elective recommended by Advisory Committee
Comprehensive and Dissertation

e. Admission Criteria, Number of Students Admitted, Length of Study

For admission to the Doctoral program, applicants must possess a Master’s degree or equivalent from an accredited university and provide evidence of research potential. The program requires at least a 70% average in the Master’s degree. The Health and Rehabilitation Sciences program is very competitive. Possession of this minimum average does not guarantee admission. Equivalent qualifications may be considered, based on the standards of the discipline. PhD study is normally four years.

http://www.uwo.ca/fhs/health_rehab_sci/fields/occupational_science.html

Table 5. Doctoral Students in the Occupational Science Admissions 2008-2012

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Field	PhD	PhD	PhD	PhD	PhD
Occupational Science	0	2	1	1	4

f. Committees Specific to This Program

The committee structure is the same as for the MSc Program, where there is a field committee consisting of the Chair and a student member who meet as needed. Other students are brought in for planning scholarly and social activities.

D. Combined Program – MSc(OT)/PhD

The fourth program is a combined MSc(OT)/PhD program that was approved in September 2011. It is offered jointly by the School of Occupational Therapy (OT) and the Graduate Program in Health and Rehabilitation Sciences (HRS). This exciting program is designed for exceptional students who wish to obtain both a research-based doctoral degree and professional qualifications to practice as a registered Occupational Therapist. Through the completion of an integrated, combined curriculum students gain a foundation of academic content and hands on clinical experience in occupational therapy necessary for practicing as a professional, while gaining research training and skills at the doctoral level essential for becoming an independent researcher.

Enrolment is limited to 1-2 students per year. Thus, at any one time there may be a maximum of 10 students enrolled in the combined program.

It is a 5 year program. Students complete Year I and 2 in the doctoral program, Year 3 and 4 in the occupational therapy (OT) program, and year 5 in the doctoral program.

- Students enter, and remain in the program as doctoral students.
- To be eligible to begin the OT program, students must first successfully complete the required PhD coursework and the comprehensive milestone.
- Students will be exempt from OT9595, OT9695, and OT9541, given that they will have already completed the following courses/milestones prior to starting the OT component:
 - HS9601 Quantitative research methods in the HRS
 - HS9602, Qualitative research methods in the HRS
 - One of HS9701-HS9709
 - Comprehensive Milestone

Students will be granted the respective degrees once all degree requirements have been met. Typically, the conferring of the MSc(OT) degree will occur following the fourth year (allowing students to write the national certification exam and to practice as an Occupational Therapist), and conferring of the PhD degree will follow the fifth year of study.

http://www.uwo.ca/fhs/health_rehab_sci/fields/mscot_phd.html

FACULTY & STAFF

Table 6. Current Full-time Faculty, Education & Status - 2012

Full-time Faculty	Level of Education	Tenured/Probationary
A. Bossers	Masters	Permanent
D.Dennis	Masters	Limited term
S. Hobson	Masters	Permanent
J. Holmes	PhD	Probationary
S. Huot	PhD	Limited term
A. Kinsella	PhD	Tenured
L. Klinger	Masters	Limited term
L. Magalhaes	PhD	Tenured
A. Mandich	PhD	Tenured, seconded to Associate Vice Provost (Academic Programs and Students)
L. Miller	PhD	Tenured, seconded to Vice Provost School of Graduate and Postdoctoral Studies
J. Polgar	PhD	Tenured, seconded to Associate Dean Academic (Graduate and Postdoctoral Program)
D. Rudman	PhD	Tenured
L. Shaw	PhD	Tenured
S. Spaulding	PhD	Tenured
T. Sumsion	PhD	Limited term, Acting Director (July 2012 – July 2013)
P. Tucker	PhD	Probationary

Current Administrative Staff

Currently there are four staff in the School of Occupational Therapy:

- Helen Kerr – Administrative Assistant (full time)
- Tina Czyzewski – Graduate Assistant (full time)
- Kristine Tauschek – Fieldwork Support Assistant (part time)
- Wendy Bernier - office staff (part time)

Clinical Faculty

There are a few adjunct appointments and cross appointments in the School of Occupational Therapy. Below is a list of the current ones:

- Catherine Vanderluis - Adjunct Clinical Professor 2009-07-01 to 2014-06-30
- Sandra DeLuca - Assistant Professor 2007-02-01 to 2017-06-30
- Karen Rebeiro-Gruhl - Adjunct Clinical Professor 2010-09-01 to 2015-08-31
- Janette McDougall- Adjunct Professor 2012/06/30 to 2017/06/30
- Daniel Fok – Adjunct Professor 2012/11/30 to 2017/06/30
- Mary Jenkins - Assistant Professor - cross appointment with Department of Clinical Neurosciences 2007-02-01 to 2012-06-30
- Gareth Jones - Assistant Professor 2008-01-01 to 2013-06-30

Sessional Instructors

The sessional instructors employed by the School of Occupational Therapy in the 2012/13 academic year are listed below.

- Shanon Phelan - Lecturer - sessional instructor
- Joey Pipicelli - Lecturer - sessional instructor
- Jessie Wilson - Lecturer - sessional instructor
- Rebecca Timbeck - Lecturer - sessional instructor
- Cathy Vandersluis – Lecturer – sessional instructor
- Kathy Stilson – Lecturer – sessional instructor
- Lucy Ormseth – Lecturer – sessional instructor

Mentor Groups

There are also mentor groups, which assist in preparing occupational therapy students for the fieldwork experience. In connection with part of the process of engaging in this course, students in the MSc(OT) Program are placed in groups. Each group is introduced to an occupational therapist who acts as a mentor. These groups and their mentors remain in place for the duration of the curriculum. These mentor groups support student learning throughout the program as well as giving students an opportunity to develop teamwork capabilities.

(http://www.uwo.ca/otfiles/downloads/pdf/OT9571_syllabus.pdf)

The following tables identify those mentors:

**Table 7. Mentor Groups – Class of 2013
Fall 2011 – year 1**

Group A	Jill McCaffrey
Group B	Shannon Sinclair
Group C	Lisa McCorquodale
Group D	Laurie Francis
Group E	Sheila Heinicke
Group F	Angie Blazkowski
Group G	Nicole Young
Group H	Warren Kirley

**Table 8. Mentor Groups – Class of 2012
Fall 2011 – year 2**

Group A	Renee Ellis
Group B	Clark/Cheryl Heard
Group C	Amy McGee-Gernaey
Group D	Leslie Kirley
Group E	Joanne Andrews
Group F	Lynn Stewart
Group G	Kirsten Smith
Group H	Kathleen McQueen/Robin Booth

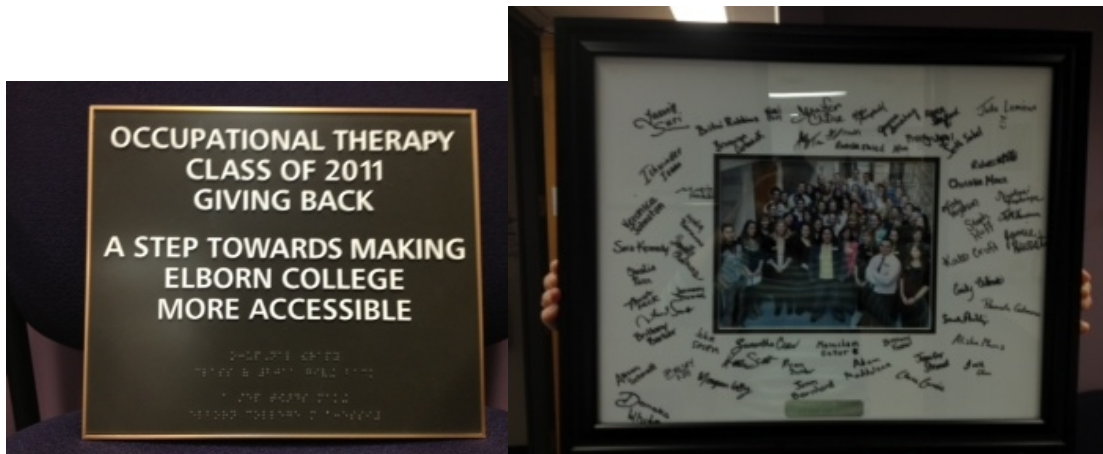
Student Gifts from 2008-2012



Class of 2008

Class of 2009

Class of 2009-2010



Class of 2011

Class of 2012

Research Productivity

Publications attributed to individual faculty members can be found in the Western Health Sciences 2010-2011 Scholarship Report found at

www.uwo.ca/fhs/files/download/pdf/scholarship_report

The following table provides an overview of the research productivity of the School from 2008-2011 and expands on the table provided in Part One. At the time of writing, figures were not yet available for 2012.

Table 9. Publication numbers

Year	Publications
2008	29
2009	37
2010	36
2011	21
Totals	123

Research funding received by faculty members has increased greatly since Part One was written in 2008. Actual dollar amounts have not been provided in Part Two for a variety of reasons, including dates that overlap with Part One; varying faculty roles including PI, CoPI and a team member; and variations in holding all or part of a grant.

Awards and Lectureships

The following awards were outlined in Part One of this document. This section lists recipients of those awards from 2008 to 2012.

Fieldwork Educators Award

2008- Clark Heard

2009- Cindy Reid and Tania Tucker

2010- Kathi Stilson and Deborah Waters

2011- Carole Gour and Jane Cox

2012- Brenda Fields and Shannon Howson and Edith Galloway

Teaching Award

2008- Sandi Spaulding

2009- Jan Polgar

2010- Laura Titus

2011- Cathy Vandersluis

2012- Donna Dennis

Barbara Sexton Lectureship

2008- Dr. Helene Polatajko – The Occupational Science Imperative

2009- Dr. Elizabeth McKay – Exploring the Essence of Exceptional Practitioners

2010- Huguette Picard- Engagement in Society: How Occupational Therapists
Make a Difference

2011- Dr. Mary Egan – Safety and Connection: Key Concerns of Occupational
Therapy

2012- Rachel Thibeault - Going Against the Flow: Building Resilience Through
Selective Occupations

Hobson Award for Studies in Gerontic Occupational Therapy

2008- N/A

2009- N/A

2010- N/A

2011- Ron Brown, Muhammad Iqbal, Renira Narrandes, Daria Nedilski,
Gabriel Titianu

2012- Erin Grigg, Emma Loud, Ashley Main, Natalie Malo, Yujia Zhou

Marilyn Ernest Scholarship

Year Two Students

2008- Ashley Finlayson

2009- Katie Anderson

2010- Michele Delmage

2011- Jamie Curran

2012- Lydia Bonanno

Year One Students

2008- Katie Anderson

2009- Heather Brinker

2010- Jamie Curran

2011- Lydia Bonanno

2012- Laura Hartman

Ann Bossers Fieldwork Excellence Award

2008- Stephany Berinstein

2009- Katie Anderson

2010- Allison McGee

2011- Jamie Curran

2012- Jeff Haveman

Ontario Society of Occupational Therapists Award

2008- Stephany Berinstein

2009- Dana Wubben

2010- Amanda Musto

2011- Kaitlyn Gain

2012- Jeff Haveman

Canadian Association of Occupational Therapists Award

2008- Jessica Malpage

2009- Miranda Roovers

2010- Nicole Fischer

2011- Perrin Dunn

2012- Rebecca Hills

Student Council Presidents

2008- Joy Dunn & Dana Wubben

2009- Erin Walsh & Alli Hyde

2010- Kaity Gain & Marissa Van Brunt

2011- Brittany Foster & Jamie Hurst

2012 – Erin Grigg & Bradley West

B. Student Publications

The students at the Master's and PhD levels in the Occupational Science Field published an impressive number of papers between 2008 and 2012. Approximately 45 papers have been published in peer reviewed journals and books, both within and outside the field. These journals include the Journal of Occupational Science (12), Work (7), Australian Occupational Therapy Journal (3), Canadian Journal of Occupational Therapy (4), and a wide range of other journals (15) and book chapters (4).

This same group of students have received numerous grants, fellowships, scholarships, and awards. These include research scholarships from Western University, Ontario Graduate Scholarships, awards from the Canadian Institute for Health Research (CIHR), and awards from the Social Sciences & Humanities Research Council (SSHRC).

AWARDS, PRIZES, SCHOLARSHIPS, GIFTS, LECTURESHIPS
2008-2012

Faculty

Bossers, Ann

- 2008 Recognition of Achievement for Outstanding Contribution to Teaching in FHS
2008 Award of Excellence from the Canadian Association of Speech Language Pathologists and Audiologists for Interprofessional Collaboration as Part of the Research and Development Team involved in the Preceptor Education Program for Health Professionals and Students

Hobson, Sandra

- 2008 Award of Excellence for Interprofessional Collaboration, Canadian Association of Speech Pathologists and Audiologists
2012 Fellowship, Canadian Association of Occupational Therapists

Huot, Suzanne

- 2011 Certificate of Recognition of Achievement for Teaching, FHS
2009/10 SSHRC Doctoral Award
2009/10 Ontario Graduate Scholarship, declined
2008/09 School of Graduate and Postdoctoral Studies Graduate Scholarship
2007/08 Ontario Graduate Scholarship

Kinsella, Anne

- 2010 Certificate of Excellence in Recognition of Exemplary Teaching, FHS
2009 Certificate of Excellence in Recognition of Exemplary Teaching, FHS
2008 Certificate of Excellence in Recognition of Exemplary Teaching, FHS
2008 Award for Interprofessional Collaboration by Canadian Association of Speech Language Pathologists and Audiologists

Magalhaes, Lilian

- 2010/12 Academic Appointment with University of Toronto, Dalla Lana School of Public Health. Status only
2010 Recognition of Achievement, FHS, UWO
2010 Recognition of Excellence, FHS, UWO
2009 Recognition of Achievement, FHS, UWO
2008 Recognition of Achievement, FHS, UWO

Mandich, Angela

- 2010 Certificate of Appreciation for Outstanding Contribution to Teaching, FHS
2009 Certificate of Appreciation for Outstanding Contribution to Teaching, FHS
2008 Certificate of Appreciation for Outstanding Contribution to Teaching, FHS

Shaw, Lynn

- 2010/12 Mellon Grant Award Visiting Scholar, Cape Town
2011 Visiting Professor, University of Manitoba, School of Medical Rehabilitation

Rudman Laliberte, Debbie

- 2012 Mitchell Honorary Lecture, Occupational Science, University of North Carolina
- 2012 Townsend & Polatajko Lectureship, Canadian Association of Occupational Scientists
- 2011 Invited Editorial Board Member, 12th Edition of Willard & Spackman's Occupational Therapy Text, USA
- 2011 Canadian Occupational Therapy Foundation, Lunch with a Scholar Award
- 2010/12 Faculty Scholar Award, FHS, UWO
- 2010 Certificate of Recognition of Achievement for Teaching, FHS
- 2011/14 Adjunct Appointment, Graduate Studies, University of North Carolina
- 2010/12 Adjunct Appointment, Graduate Studies, Dalhousie University
- 2010/12 Affiliate Member Appointment, Women's Studies and Feminist Research, UWO
- 2008/12 Associate Member Appointment, Department of Public Health Sciences, University of Toronto
- 2008/12 Associate Scientist, Lawson Research Institute, London Health Sciences Centre and St. Joseph's Health Care, London, ON.
- 2007/10 Invited Member, Advisory Group on Driving in Later Life, Sponsored by the Canadian Association of Occupational Therapists
- 2009 Certificate of Recognition of Excellence for Teaching, FHS, UWO
- 2008 Certificate of Recognition of Achievement for Teaching, FHS, UWO

Spaulding, Sandi J.

- 2011 Certificate for Outstanding Teaching, FHS, UWO
- 2010 Certificate for Outstanding Teaching, FHS, UWO
- 2009 Certificate for Outstanding Teaching, FHS, UWO
- 2009 Certificate of Appreciation by CJOT Review Board, Canadian Association of Occupational Therapists
- 2009 Certificate of Appreciation for Contribution to the Canadian Journal of Occupational Therapy, Canadian Association of Occupational Therapists
- 2008 Award – Excellence in Teaching, School of Occupational Therapy, UWO

Tucker, Trish

- 2009 Certificate of Recognition for Outstanding Teaching, FHS, UWO

Note: These awards etc. were submitted by faculty members.

Reference

Accreditation Document, 2010, School of Occupational Therapy. Available upon request.

Acknowledgements Part Two

Special thanks to:

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Susan Brown

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Tina Czyzewski

Heidi Eastwood

Kelly Gain

Sandra Hobson

Jeff Holmes

Helen Kerr

Lisa Klinger

Angie Mandich

Lynn Shaw