

Faculty / Affiliated University College	Faculty of Health Sciences	
Degrees Offered	MSc	
Date of Last Review	2012	
Approved Fields	none	
External Reviewers	Jackie Bosch	Ben Mortenson
	Associate Professor and Assistant Dean, McMaster	Associate Professor, Dept of Occupational Science and Occupational Therapy, UBC
Internal Reviewers	Pauline Barmby	Alexandra Irimia, PhD Candidate
	Associate Chair, Undergraduate Programs, Department of Physics & Astronomy, former member of SUPR-G	Comparative Literature, Department of Languages and Cultures, Faculty of Arts and Humanities
Date of Site Visit	July 7 & 8, 2021	
Date Review Report Received	July 27, 2021	
Date Program/Faculty Response Received	Program: October 13, 2021 Dean: November 1, 2021	
Evaluation	Good Quality	
Approval Dates	SUPR-G: February 28, 2022 SCAPA (rating approval, and academic program change recommendation): March 9, 2022 Senate (FYI for program recommendation, approval for academic program changes): March 18, 2022	
Year of Next Review	2028-2029	

In accordance with Western's Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, and revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Master of Science in Occupational Therapy (MScOT) delivered by the Faculty of Health Sciences.

This Final Assessment Report (FAR) considers the following documents:

- the program's self-study,
- the external consultants' report,
- the response from the School of Occupational Therapy Graduate, and
- the response from the Dean, Faculty of Health Sciences.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external consultants, noting those recommendations that require attention.

The Implementation Plan details the recommendations from the Final Assessment Report that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. It is publicly accessible on Western's IQAP website.

The FAR, including the Implementation Plan, is the only document from the Graduate cyclical review process that is made public; all other documents are confidential to Western's Faculty of Health Sciences, the School of Occupational Therapy graduate program, the School of Graduate & Postdoctoral Studies, and SUPR-G.

Executive Summary

The MScOT is a two-year, full-time, professional master's degree program (non-thesis) and was the first such program at a Master's level in Canada. The first student graduated in 1999 and we continue to admit students with a range of undergraduate degrees. The curriculum integrates theoretical content, practice knowledge and research skills essential to the development of reflective, evidence-informed, competent, entry-level occupational therapy practitioners. This degree also prepares students for registration with provincial regulatory bodies and membership in national and international professional organizations. The numbers have grown from an original admission cohort of 47 to a current class size of 62 to 75 students.

The School of Occupational Therapy underwent an 18-month extensive curriculum review and revision beginning in the summer of 2018. The first class admitted to the program with the revised curriculum will be in the fall of 2020 and will graduate from the program in the summer of 2022.

The external reviewers commend the faculty and staff associated with the MScOT stating that "it is clear that there has been extensive work on the curriculum and a commitment to sustaining the quality of the program. The quality has a breadth and depth that meets all standards that were outlined." They offer some considerations and a series of recommendations for further enhancement.

Strengths and Innovative Features Identified by the MSc in Occupational Therapy Program

- Achievement of a seven-year accreditation from the Canadian Association of Occupational Therapists (CAOT) in 2017, which is the highest possible award.
- Program's innovative teaching and evaluation methods (e.g. mock court trial in OT9531; clinical OT mentorships in OT9571/9671; and cased-based online simulation in OT9613).
- Interprofessional education (IPE) Elborn Series, which allows the occupational therapy students opportunities to learn about and from their interprofessional peers from the Schools of Communication Sciences & Disorders and Physical Therapy.
- International fieldwork experiences available to the students as well as an interdisciplinary program sponsored by the Northern Ontario School of Medicine (NOSM).
- Combined Master of Science in Occupational Therapy/Doctor of Philosophy (MScOT/PhD) degree.
- Robust process for regular curriculum review designed to allow incorporation of new and emerging issues relevant to occupational therapy, and innovative methods of instruction. Feedback from students, community members, faculty members and clinicians is collected in multiple ways throughout the year.

Concerns Identified by the MSc in Occupational Therapy Program

- Due to space restrictions at Elborn College (including the number and size of existing classrooms) the program's intake number will alternate between 62 and 75 students in alternating years.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate student, were provided with Volume I and II in advance of the scheduled review and then met over two days with the:

- Vice Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice Provost of Academic Planning, Policy and Faculty
- Dean of the Faculty of Health Sciences
- Associate Dean – Graduate and Postdoctoral Programs, Faculty of Health Sciences
- Director of the Program
- Graduate Chair
- Chair, Admissions Committee
- Chair, Curriculum Committee
- Member, Research Committee
- Member, Fieldwork Advisory Committee
- Administrative Assistant, Occupational Therapy
- Graduate Program Assistant, Rehab Sector Schools
- Fieldwork Assistant OT/PT
- Office Assistants, Rehab Sector Schools
- Associate Chief Librarian
- Program faculty members
- Graduate students

Formative documents, including Volumes I and II of the Self-Study, the External Report, the program response and the Dean's response, have formed the basis of this summative assessment report of the MSc in Occupational Therapy Program, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

Strengths of the Program

- High graduation rate (>99%)
- Students engaged in curriculum revision process (lunches and surveys) – students helped to create the School’s educational conceptual framework.
- Faculty members worked to honor Indigenous ways of knowing and integrate concepts into the curriculum in a meaningful way. The program involved the Office of of Indigenous Initiatives and other groups on campus.
- Money available through Health Sciences for some bursaries: the opportunities for funding seem easily accessible.

Areas of Concern Identified

- Some uncertainty about how placements are assigned.
- More financial support would allow more students to pursue placements in areas outside of London.
- Need for more large classroom spaces (n=75); not enough breakout rooms for small group activities.
- Lacking technology to provide an equivalent virtual experience for on-site classes; inability to consistently broadcast across rooms; sound systems do not support zoom based learning on site.
- Students and faculty members don’t always know who to contact for specific concerns, and the admin staff spend a lot of time referring items between each other.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in order as listed by the external reviewers.

Reviewers' Recommendation <i>Recommendations requiring implementation have been marked with an asterisk (*).</i>	Program/Faculty Response
<p>1. Consider whether current admissions process maximizes the likelihood of diversity.*</p>	<p>Program: The School of Occupational Therapy initiated a new admissions process involving inclusion of CASPer ratings two years ago. At that time, the program switched from a primary reliance on sub-GPA to using a combined score that considers sub-GPA and CASPer score (70/30%) split. Part of the rationale for this was to increase diversity in admissions through not relying solely on sub-GPA figures. However, the program also desired to achieve the appropriate balance in the split to ensure that admitted students would academically succeed in this intense, highly demanding program. Thus, the plan of the Admissions Committee was to implement the 70/30 split for a 3-year period and then examine if this has an impact on retention rates, completion rates, time to completion and composition of the class in relation to descriptive information (e.g. identified gender, undergraduate university, self-identified Indigenous status). The School of Occupational Therapy is also exploring approaches to modifying the admission process for applicants to the existing two spots that are designated for self-identifying Indigenous applicants. The School is working to make these modifications prior to the next admissions cycle and, via the Admissions Committee, is committed to working with FHS and SPGS to ascertain further modifications to its recruitment and admission processes aimed at enhancing student diversity.</p>
<p>2. Consider perhaps a 4-year curriculum review cycle.*</p>	<p>Program: The program agrees with implementing a 4-year curriculum review cycle, as opposed to a 3-year cycle, particularly as the implementation of the revised curriculum began in 2020.</p>
<p>3. To get a better sense of how the program prepares students for post-graduation activity, take efforts to improve response rate to alumni survey and track program graduates.*</p>	<p>Program: Previously, the alumni survey for occupational therapy graduates was coordinated by a GAA designated to the School of Occupational Therapy. The program has faced challenges in re-allocating this task with the changing organizational structure in FHS. It is anticipated that having a GAA allocated to the School of OT in the near future; working with this person, in collaboration with Western Alumni, will help devise better ways to track program alumni.</p>

<p>4. Ensure program delivery is consistent with Universal Design principles applied to accessibility.*</p>	<p>Program: Consistent with Universal Design Principles, over the past 3 years, the School of Occupational Therapy has worked in collaboration with the Occupational Therapy Student Council to set up a student volunteer notetaker system. This system is fully operational – each term, a student volunteer is assigned to each course within the OT curriculum and works with the course instructor to ensure student notes are electronically posted and available to all students in the course. In addition, within courses with in-class quizzes/brief assignments, program instructors use a universal design approach providing all students with extra time (up to three times what an instructor expects completion time to be) to write in-class quiz/assignments.</p> <p>Within the Occupational Therapy Student Handbook, all students are also advised to reach out to the Graduate Chair to discuss accommodation needs, both short term and long term. This information is also communicated to students during orientation, and within the context of Town Hall meetings that occur each term.</p>
<p>5. There is a need to explore ways to improve the process for providing student accommodations.</p>	<p>Program: The School of Occupational Therapy works closely with Accessible Education at Western to ensure provision of student accommodations. The program’s approach to the provision of accommodations is in line with the policies and procedures used by Accessible Education, as well as those of the School of Graduate and Postdoctoral Studies (e.g. pertaining to students with disabilities, appeal processes, etc.). For a small number of students needing extra time to complete the program, provisions were made to transition them to a part-time basis and in some cases ensuring they received tuition waivers.</p>
<p>6. Upgrade technological solutions that maximize on site experiences for virtual learners (blended learning environments) if virtual learning will remain a method of curriculum delivery. Consider increasing TA support.</p>	<p>Program: The switch to remote delivery was necessary but was not the ideal or most appropriate mode of delivery for the curriculum, particularly given the emphases on relational, experiential, and reflective learning in the program’s signature pedagogies.</p> <p>Beginning in Fall, 2021, the program has switched back to a primarily in-person delivery format, and this format will remain the primary approach. Blended or hybrid learning approaches are not a key part of the curriculum, nor is it expected to be in the future.</p> <p>In exceptional instances where students’ accommodation needs necessitate remote engagement, further resources will be made available to optimize the technology and TA resources to enable such engagement. However, even in such instances, there are aspects of the program – such as fieldwork courses and practice skills labs – that cannot be fully completed via remote engagement.</p>

<p>7. Review student feedback with students at the beginning of Term or Year would be helpful. Students do appreciate the opportunity to discuss the issues as they recognize that not all feedback can be implemented but would like to be a part of the process for discussion.*</p>	<p>Program: The program agrees that this recommendation requires attention from the Year Coordinators and Faculty, but also add in the Curriculum Committee given that each occupational therapy class has a representative who sits on and provides feedback to the Curriculum Committee. There is also agreement that this recommendation is a shared responsibility of students and faculty. Over the past year, Dr. Mandich (Director) and Dr. Rudman (Associate Director) have worked closely with the Occupational Therapy Student Council co-Presidents to promote student-faculty dialogue, allowing for feedback to be discussed. The program hosted virtual Town Halls for each class, at least once per term.</p> <p>The program is instituting this Town Hall process again this year, with both a Year 1 and Year 2 Town Hall remote meeting occurring in October. In addition to the Town Hall mechanism, there are Year 1 and Year 2 student representatives who sit on the Curriculum Committee.</p>
<p>8. To better understand the need for and effect of EDI activities, more information at a university level (demographics of student and faculty) is needed in order to address issues of EDI within the program.*</p>	<p>Program: The program agrees that it is challenging to fully understand the need for and effect of EDI-D activities on student and faculty in the absence of greater information regarding the demographics of students and faculty. The recently launched Western wide census is an important step that is aligned with this recommendation.</p> <p>Faculty: The SGPS is exploring mechanisms to garner data related to diversity of graduate students on Western's campus. This will be a welcome process to assist the Faculty of Health Sciences and the School of Occupational Therapy to understand the current diversity of students in the Occupational Therapy program and to develop and monitor EDI-D activities. Additionally, the Faculty has recently appointed an EDI-D coordinator to support the Schools in this important work and has plans to create a new administrative position, an Assistant Dean of Equity, Diversity, Inclusion, Indigeneity and Accessibility, to spearhead this portfolio. The SGPS and FHS Associate Dean of Graduate and Postdoctoral Studies have already begun working with the School of Occupational Therapy to identify modifications to their admission process that would encourage applications from Indigenous and other diverse learners; the aim is to have revisions to the admission process completed by late spring/early summer so as to support the 2023 admissions process.. Both the Faculty of Health Sciences and the School of Occupational Therapy are deeply committed to EDI-D and will avail themselves of the growing number of supports offered by Western.</p>
<p>9. Need for newer and better equipped instructional spaces, including smaller breakout rooms.</p>	<p>Program: Given changes implemented within the program's revised curriculum, space issues are an increasing challenge. The integration of additional case-based small group work elicits a greater need for smaller breakout rooms. As well, with increases in the class enrolment to 75 within each enrolment year (as of the 2021 intake), the program also faces the challenge of having few classrooms that accommodate this number of students. In many ways,</p>

	<p>Elborn does not have adequate space to support the optimal execution of the curriculum or provide students with important amenities, and members of the program look forward to being part of discussions regarding long-term, more permanent solutions.</p> <p>Faculty: The Faculty of Health Sciences and the University are aware of Elborn College's space and age-related limitations and have been actively seeking both short- and long-term solutions. The long term solution is a new building! In the meantime, there is a plan for the Faculty of Health Sciences to have access to additional space in the south wing of Elborn once the Western Libraries moves to their new space elsewhere on campus. Because of the pandemic, several Faculty of Health Sciences Schools and programs primarily located in Elborn have found that some courses that historically offered in an in person format are better suited for an on-line format; this change in format will assist, albeit modestly, in scheduling in-person classes in Elborn. It should also be noted that the School of Occupational Therapy, like the other programs primarily housed in Elborn, does have the opportunity to schedule courses in large and small classrooms in other campus buildings. Currently, a new classroom is being built in the Health Sciences Building, designed for a capacity of 100 students; this classroom should be available for use starting March, 2022.</p>
<p>10. A key element of the program is experiential learning, however there is no access to standardized patients or simulated lab space (medicine may have a standard patient program but it is not accessible to the School of OT and there is very limited lab space).*</p>	<p>Program: The FHS Leadership team has been engaged in on-going conversations regarding the need for increased simulated lab space. At the School level, if faculty request funds for standardized patients, the program attempts to fund this for relevant courses through its budget.</p> <p>Faculty: The School of Occupational Therapy may allocate resources from their School budget for standardized patients if they opt to utilize these patients in certain courses. The Faculty of Health Sciences is dedicated to supporting and expanding experiential learning across its constituent Schools: Increasing experiential learning opportunities is one of the "Educational Excellence" objectives in the Faculty of Health Sciences' draft of its revised Strategic Plan.</p>
<p>11. It would be beneficial to have a standing committee to review awards that are applicable to faculty and students.</p>	<p>Program: The School of Occupational Therapy does have a standings award committee for student awards. The School of Occupational Therapy Research Committee keeps faculty apprised of research award and funding opportunities.</p>

<p>12. Additional service load (requests from outside the OT Program) should be recognized on the workload document.</p>	<p>Program: Service work outside of the OT program are recognized in the current APE criteria and within workload documents.</p>
<p>13. Clarify staffing roles and reporting structures for the program going forward as it is substantially adding workload to both faculty and staff.</p>	<p>Program: The program agrees that changes in staffing roles have presented challenges and often resulted in downloading of workload to faculty and staff, as well as some tasks not being managed in a timely fashion. Having a designated GAA for OT would be a vital part of any solution to these noted challenges.</p> <p>Faculty: Amalgamation of administrative duties and responsibilities across the health professional programs housed in Elborn College has been a process in implementation over the past two years, in which the majority of that time, staff have been required to work from home during COVID-19. Full integration of the 'new' administrative structure was challenging because of the health safety measures during COVID-19 and a return to an in-person office has only been implemented this fall semester once it was safe to do so. Regular meetings are held with administrative staff, led by the Director, Operations & Finance, and the Manager, Rehabilitation Sector Schools, to address staff concerns, realign duties and responsibilities, and increase efficiencies. A number of workshops have been held with staff to facilitate their input into duties and role assignments. The new administrative structure is designed to 'bundle' similar tasks required to operate the three rehabilitation Schools into the work for a single staff member. In this way, staff complete similar tasks for all the Schools creating efficiencies and ensuring there is back-up and service continuity during vacations and absences. More time is needed for the full complement of staff (hiring of two staff members is currently underway) to implement the new structure. Faculty and School leaders will continue to meet with staff to hear their thoughts, receive input and jointly problem-solve to create and sustain a positive and engaging work environment.</p>
<p>14. Consider developing a formal plan to support the promotion or hiring of permanent faculty to the positions of Associate and full Professor.</p>	<p>Program: The program agrees that there is a need for the hiring of an additional tenure stream position at the Associate or Full Professor level, and the Director of the School of Occupational Therapy has been advocating for such a hire. Such a hire would serve to replace a recently lost full professor who moved to another university, help to ensure a sufficient number of senior faculty to fulfill service roles requiring seniority and provide mentorship to junior faculty, and help the program move towards the faculty/student ratio required by the accreditation body (Canadian Association of Occupational Therapists, CAOT).</p> <p>Faculty:</p>

	<p>As noted by the Program, the formal procedures and criteria for promotion and tenure at Western are specified in the UWOPA Collective Agreement. These criteria are based on the strength of the faculty member's performance in the areas of research, teaching, and service. Therefore it would be inappropriate to put forward faculty for promotion on the basis of a timing plan. The School of Occupational Therapy is in an exciting transition period with six outstanding Assistant Professors being hired over the last 5 years. The Faculty of Health Sciences is committed to replacing faculty lines within its Schools when a faculty member leaves or retires, and the Director Selection Committee – School of Occupational Therapy has recommended searching externally (including internationally) for the new School Director at the level of full professor. This search process is underway.</p>
<p>15. Consider timing so that there are a reasonable number of faculty going forward in a year.</p>	<p>Program: The timing of promotion is established within the tenure and promotion process as outlined in the Collective Agreement. It is not within the purview of the School of Occupational Therapy to alter this timing so as to control the number of faculty going forward in a year.</p>
<p>16. Encourage senior faculty to take on greater load of service responsibilities to allow more junior faculty focused research/teaching time.</p>	<p>Program: The basis for this recommendation is unclear as it seems to imply that additional service responsibilities should be assumed by senior faculty in the School of Occupational Therapy. At this point in time, the School has a limited number of senior faculty (3 Associate Professors, inclusive of the Director; 1 Full Professor) and all have active service responsibilities. As noted above, there is agreement with the recommendation to hire an additional faculty member at the Associate Professor or Professor level.</p>
<p>17. Enable OT students to be eligible for OGS or provide alternative funding opportunities to help address student concerns over costs incurred for placements.*</p>	<p>Program: Although occupational therapy students at Western used to be eligible to apply for OGS, a change was made when the OGS program moved to be administered by each university. Although health professional Masters students remain eligible for OGS at some Ontario universities, they are not eligible at Western. The program supports having this decision revisited and enabling students to apply for OGS funding.</p>
<p>18. Additional funding for Indigenous students might encourage students to apply.*</p>	<p>Program: The program supports the suggestion of using Faculty of Health Sciences funding to support bursaries specifically for Indigenous students, and additional bursaries for students from equity-deserving groups. Students accepted via the two admissions spots for self-identified Indigenous students may face financial barriers to attending the program (e.g. tuition costs, relocation costs, living costs). For example, in the 2021 admissions process, four offers were made to self-identified Indigenous students to fill the 2 designated spots; however,</p>

	<p>none of these students accepted these offers. The School of Occupational Therapy Awards Committee could assist in the review of applications for such bursaries.</p> <p>Faculty: Schools within the Faculty of Health Sciences are aligned with Western's commitment to increasing Indigenous voices and presence across all levels of work, study and research. The Office of Indigenous Initiatives plays a leading role in championing Indigenous strategic directions, building collaborative and community-engaged partnerships, and supporting campus partners in implementing Western's Indigenous Strategic Plan. Both Western (within the People, Community, and Culture theme of the new strategic plan) and the Faculty of Health Sciences aims to bolster bursary and scholarship opportunities for Indigenous students as well as those from other equity-deserving groups.</p>
<p>19. Suggest the Director and Associate Director raise student concerns about limited opportunities for experiential learning and preparedness for practice at both provincial and national levels to catalyse discussions about how deficits could be addressed.</p>	<p>Program: The COVID pandemic has definitely affected learning opportunities for program students, in relation to class, labs and practicum/fieldwork opportunities. In line with parameters outlined by Western and various levels of Public Health, the program primarily switched to remote learning in the previous academic year, while maintaining in-person opportunities for practical skill learning. The program also worked to ensure the maximum number of in-person fieldwork opportunities, while also having to support and create virtual fieldwork opportunities. This mode of delivery was not optimal for students and did set boundaries on experiential learning opportunities. As noted by the reviewers, these issues were experienced by programs across the country. The Director, Fieldwork Coordinator and other School of Occupational Therapy faculty have been part of provincial and national level discussions regarding the on-going effects of COVID on occupational therapy student education and preparedness for practice. Given the foci on experiential, relational and reflective learning, and the program's responsibility to ensure students develop essential competencies for practice, the program has returned to an in-person curriculum and a policy is in place that indicates that a student's fieldwork opportunities cannot be solely virtual.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair and/or Director, in consultation with SGPS and the Dean of the Faculty of Health Sciences is responsible for enacting and monitoring the actions noted in Implementation Plan.

Reviewers' recommendations related to staffing are not typically prioritized in the implementation plan as they are outside the scope of the review. The number of recommendations prioritized for implementation has been reduced given that several are already underway or are outside of the control of the program/faculty, as explained in the program and faculty responses.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1: Consider whether current admissions process maximizes the likelihood of diversity.</p>	<p>Once this 3-year cycle is complete, the Admissions Committee will review the admissions process based on the data available, including reviewing the current 70/30 split.</p>	<p>Admissions Committee</p>	<p>By August 2023</p>
<p>Recommendation #2: Consider perhaps a 4-year curriculum review cycle.</p>	<p>The use of a 4-year curriculum cycle will be added into the Terms of Reference for the Curriculum Committee when these are reviewed.</p>	<p>Director, Curriculum Committee</p>	<p>By August 2022</p>
<p>Recommendation #3: To get a better sense of how the program prepares for students for post-graduation activity, take efforts to improve response rate to alumni survey and track program graduates.</p>	<p>Once in place, the School of Occupational Therapy's Graduate Administrative Assistant will work in collaboration with Western Alumni to devise better ways to track program alumni.</p>	<p>Director, Associate Director</p>	<p>By August 2022</p>
<p>Recommendation #4: Ensure program delivery is consistent with Universal Design principles applied to accessibility.</p>	<p>Within future Curriculum Committee meetings and Town Hall discussions (regular mechanisms for student input; next meetings are scheduled for Oct. 19th, 2021, Year 1 and Oct. 26th, 2021, Year 2), the program will seek clarification as to any discrepancies students are reporting and will clarify the processes used to provide accommodations as well as the steps taken that align with Universal Design Principles.</p>	<p>Curriculum Committee</p>	<p>By April 2022</p>

<p>Recommendation #7: Review student feedback with students at the beginning of Term or Year would be helpful. Students do appreciate the opportunity to discuss the issues as they recognize that not all feedback can be implemented but would like to be a part of the process for discussion.</p>	<p>The Curriculum Committee will implement a mechanism within this academic year to address student feedback. This communication will occur through the Year 1 and Year 2 Coordinators, with key items also to be added to the agenda of the Town Halls.</p>	<p>Curriculum Committee, Year Coordinators</p>	<p>By April 2022</p>
<p>Recommendation #8: To better understand the need for and effect of EDI activities, more information at a university level (demographics of student and faculty) is needed in order to address issues of EDI within the program.</p>	<p>The School of Occupational Therapy will work with the Faculty's recently appointed EDI-D coordinator and the SGPS to examine data related to the diversity of the program's students. The program will equally reach out to the Office of the Vice-Provost EDI to follow-up on the Western wide census results.</p>	<p>Director, Associate Director</p>	<p>By December 2022</p>
<p>Recommendation #10: A key element of the program is experiential learning, however there is no access to standardized patients or simulated lab space (medicine may have a standard patient program but it is not accessible to the School of OT and there is very limited lab space).</p>	<p>Given the Faculty's commitment to support increasing simulation space and technology needs among its schools, the School of Occupational Therapy will stipulate its simulated technology and space needs (e.g. standardized patients) to the Dean.</p>	<p>Director, Associate Director, Dean of Health Sciences</p>	<p>By August 2022</p>
<p>Recommendation #17: Enable OT students to be eligible for OGS or provide alternative funding opportunities to help address student concerns over costs incurred for placements.</p>	<p>The Program and Faculty will explore other donor based awards to support the students in OT.</p>	<p>Director, Associate Director, Dean of Health Sciences</p>	<p>By December 2022</p>
<p>Recommendation #18: Additional funding for Indigenous students might encourage students to apply.</p>	<p>In its aim to bolster bursary and scholarship opportunities for Indigenous students and equity-deserving groups, the Faculty of Health Sciences, in consultation with the new Assistant Dean EDIIA, will prepare a proposal regarding funding options to be discussed at Faculty Council and the GEC.</p>	<p>Dean of Health Sciences</p>	<p>By December 2022</p>