

RYERSON UNIVERSITY

MIDWIFERY EDUCATION PROGRAM
FACULTY OF COMMUNITY SERVICES

POLICY and INFORMATION HANDBOOK

Volume 2

Policies for Ryerson University Students

Supplement to the Midwifery Education Program (MEP) Consortium Policy and Information Handbook

RYERSON UNIVERSITY

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About This Handbook

This Handbook for Ryerson Students is a supplement to the MEP Consortium P&I Handbook and is intended to highlight policies and information specifically applicable to Ryerson University MEP students. It is not a standalone document and must be consulted in conjunction with the MEP Consortium Handbook.

Beginning in 2014, hyperlinks will not be included in this Handbook. Students should type “Ryerson” and the name of the service or department mentioned to go directly to the web page.

Extension numbers for all Ryerson departments, services, faculty and staff are available via the online directory on the Ryerson Website or by accessing the web page for that specific campus department or service.

Abbreviations Used in this Handbook

MEP: Midwifery Education Program (refers specifically to the MEP at Ryerson University)

Forms

All forms referred to in this Handbook are available online unless otherwise specified. Forms can be found by typing “Ryerson” and the name of the form into the student’s preferred search engine.

**SECURITY AND EMERGENCY SERVICES: DIAL 80 FROM ANY PHONE ON
CAMPUS
OFF CAMPUS: 416-979-5040**

Table of Contents:

The Mission of Ryerson University.....	6
Faculty of Community Services Vision and Mission.....	6
Student Support and Student Life	7
Student Guide to Academic Resources on Campus.....	8
Academic Regulations and Academic Standing.....	9
Graded Course Performance Designations.....	11
Incomplete (INC) Grades.....	11
Dean's List	12
Academic Audits.....	12
Part Time Program Policies.....	13
Changing Streams.....	14
Transferring Between Part-time and Full-time	15
Transfer Credits.....	16
Course Management Policy	19
Technology Requirements.....	20
Academic Consideration and Appeals.....	21
Student Guide to Avoiding Academic Appeals.....	23
Religious obligations	
Accommodation for disability	
Re-grading or recalculation	
Medical consideration	
Compassionate consideration	
Consideration in more than one course	
Accommodation of Student Religious, Aboriginal or Spiritual Observance.....	25
Student Guide to Academic Appeals.....	27
Examinations / Missed Examinations... ..	28
Student Code of Academic Conduct	30
Student Guide to Avoiding Academic Misconduct	31
Policy on infants in the classroom.....	32
Clinical Courses and Placements.....	33
Placement requirements.....	33
Vulnerable Sector Police Reference Check (VS-PRC)	
Communicable Disease Vaccinations/Immunities	
Tuberculosis Screening	
Cardiopulmonary Resuscitation (CPR)	
Mask Fit Certification	
Neonatal Resuscitation Certification (NRP)	
Emergency Skills Certification (ES)	
Midwifery Placements.....	36
Placement Allocation	
Students Not Allocated a Placement	
Loss of Allocated Placement Prior to Clinical Course	
Change of Placement during Clinical Course	
Living Arrangements during Midwifery Placements	
Travel Arrangements during Midwifery Placements	
Placement Dates	
Transitional Midwifery Placement Allocation Process: For students who entered in or prior to Fall 2015	41
Clinical Course Evaluations.....	42
Evaluation Forms for Clinical Courses.....	43

RYERSON UNIVERSITY

Mission

The special mission of Ryerson University is the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields.

As a leading centre for applied education, Ryerson is recognized for the excellence of its teaching; the relevance of its curriculum; the success of its students in achieving their academic and career objectives; the quality of its scholarship, research and creative activity; and its commitment to accessibility, lifelong learning, and involvement in the broader community.

FACULTY OF COMMUNITY SERVICES

The Midwifery Education Program is one of nine schools in the Faculty of Community Services at Ryerson University.

Vision

To be a leader in education and research for the advancement of progressive collaborative professional practice.

Mission

We prepare practitioners who have the knowledge, dispositions, and skills to create inclusive environments that optimize health and social well-being.

We facilitate learning by emphasizing innovative, interdisciplinary and educational opportunities in collaboration with a wide range of public, private, and voluntary organizations.

We generate knowledge that informs our disciplines and that shapes policy and practice.

We integrate research and scholarship into education and practice.

We ally and work with community partners to advance excellence in progressive professional practice.

Dr. Usha George, Dean

Dr. Janice Waddell, Associate Dean

STUDENT SUPPORT AND LIFE

Ryerson Resources and Services for Students

Type "Ryerson" and the name of the service or department into your preferred search engine to access the web page for details on services available and contact information.

Student Support and Life	Other Resources
Aboriginal Student Services (RASS)	Bookstore and Computer Shop
Academic Accommodation Support	CESAR - Continuing Education Student Association of Ryerson
Career Centre	Computing and Communications Services
Centre for Student Development and Counselling	Human Rights Services
Child Care	International Exchanges & Work Opportunities
English Language Support	RSU – Ryerson Student Union
Health Services	Ryerson Library
Health Promotion	<p style="text-align: center;">Special Circumstances</p> <p>Students sometimes encounter challenges during their program. Students who feel that their situation may require academic consideration, academic accommodation for students with disabilities including mental health, counseling services, tutoring or specialized help, or who have concerns about harassment, discrimination, or human rights violations are encouraged to open discussion with their Director, Faculty Advisor, other MEP program faculty, MEP staff, or with an appropriate office within the University:</p> <ul style="list-style-type: none"> • Human Rights Services • Office of the Ombudsperson • Centre for Student Development and Counseling • Academic Accommodation Support (AAS) for Students with Disabilities
International Services for Students	
Student Learning Support	
Mature Students	
Sports and Recreation (RAC & MAC)	
Student Financial Assistance	
Student Housing – On Campus	
Student Housing - Off Campus Housing	
Tri-Mentoring Program	
Writing Centre	

STUDENT GUIDE TO ACADEMIC RESOURCES ON CAMPUS

Type "Ryerson" and the name of the service or department into your preferred search engine to access the web page for details on services available and contact information.

	RESOURCE	LOCATION	COMMENTS
What are some of the academic resources available on campus that will help me to improve my grades?	Academic Accommodation Support (AAS)	Student Learning Centre, 4 th Floor	Support for students with disabilities including accommodations, adaptive technologies, problem-solving and resources
	Student Learning Support (SLS)	Student Learning Centre, 4 th Floor	SLS provides support in english, math, writing, study skills and transitions and for graduate students.
	Faculty of Community Services <i>Learning Success Centre</i>	contact via email or phone	Academic and learning strategies; individual and appointments, peer-to-peer support, writing & learning circles; study skills -workshops
	Reference Material and Research Assistance	LIB 2F	Contact Circulation and Reference for assistance.
	Suspended Students Seminar		Contact the Centre for Student Development and Counseling
	Tutor Registry/Tutoring	VIC B26	Tutoring for MEP courses can also be arranging by contacting the RU MEP Program Manager
How can I receive assistance to determine and achieve my academic and personal goals?	Joanna Holt – designated Faculty of Community Services Counsellor	SHE-624 OR JOR-08A	Contact for personal counselling or crisis intervention.
	Career Counselling & Assessments	POD-60	Contact to clarify career goals, to set up a self-assessment session to identify skills, values and work options or prepare for professional or graduate schools.
I am an Aboriginal student. What services are available for me through Aboriginal Student Services?	Aboriginal Student Services - also known by its acronym R.A.S.S.	KHW-389	Aboriginal Student Services provides a culturally supportive environment to promote academic excellence and serves as a place to balance academic learning with traditional teachings and culture. Services include: academic referrals, bursary and scholarship information, personal advising and tutoring.

ACADEMIC REGULATIONS and ACADEMIC STANDING

A. In order to maintain CLEAR Academic Standing, students in the MEP must meet Ryerson's criteria on Academic Standing and Academic Standing Variations for Midwifery, published online in the Ryerson Calendar.

AND:

A.1 maintain a Cumulative Grade Point Average (CGPA) of at least 2.33 (C+),

AND

A.2 meet the minimum course grade requirements in all courses including:

- MWF 150 Midwifery: With Woman B-
- BLG 10A/B Anatomy & Physiology C-
- MWF 250 Midwifery: Clinical Skills B-
- MWF 344 Advanced Clinical Skills I B-
- MWF 345 Advanced Clinical Skills II B-

AND

A.3 obtain a minimum course grade of C- in **all but one** of the following courses:

- MWF 11A/B Working Across Difference in Midwifery
- MWF 109 Critical Appraisal of Research Literature
- MWF 113 Life Sciences for Midwifery
- MWF 114 Pharmacotherapy
- MWF 201 Reproductive Physiology
- MWF 155 Working Across Difference in Midwifery

A grade of D- or F in **any one** of the courses listed in section A.3 will result in the student being required to repeat the course.

A grade of less than C- in **two or more of the above courses will result in probationary standing.**

A.4 All Midwifery clinical placement courses must be completed within four years of completing the first clinical course, i.e. no more than four years may elapse between completion of MWF 120 and completion of MWF 410 or MWF 41A/B.

B. Students will be placed on PROBATIONARY Academic Standing for any of the following reasons:

- a Cumulative Grade Point Average (CGPA) of less than 2.33 (C+); **OR**
- one failed grade in any required course; **OR**
- a grade of less than B- in MWF 150, MWF 250, MWF 344, or MWF 345; **OR**
- a grade of less than C- in BLG 10A/B; **OR**
- a grade of less than C- in **two or more** Midwifery foundation courses (MWF 11A/B, MWF 109, MWF 113, MWF 114, MWF 201, MWF 155)

B.1 Students on PROBATION must:

- sign a Probationary Contract authorized by the MEP which sets out the specific courses and any other requirements that must be successfully completed; **AND**
- meet the minimum course grade requirement for the course being repeated **AND** maintain a **Term Grade Point Average** (TGPA) of 2.33 (C+) for the duration of the PROBATIONARY period; **AND**
- obtain no failed grades ('F', 'F-S' or INC) during each term of their PROBATIONARY program, even when their Cumulative Grade Point Average (CGPA) has not been raised to 2.33 (C+); **AND**
- obtain written approval from the MEP of any changes to the Probationary Contract

B.2 Students should note that it may take more than one term to raise their CGPA to 2.33 (C+). It may be necessary to repeat and upgrade courses as part of the PROBATIONARY program of study in order to achieve a CLEAR Standing. Students are required to return to CLEAR Standing within a maximum of three academic terms.

B.3 Failure to meet the terms of their PROBATIONARY contract will result in the assignment of a PERMANENTLY WITHDRAWN Standing from the MEP.

B.4 Students require CLEAR Academic Standing in order to enroll in the first Midwifery clinical placement course, MWF 120.

C. Students will be PERMANENTLY WITHDRAWN from the MEP under the following circumstances:

- a failed grade in two non-clinical courses in an academic term; **OR**
- a failed grade in any two clinical courses; **OR**
- a second failed grade in the same course; **OR**
- failure to achieve the minimum required grade in the same course for a second time; **OR**
- a Term Grade Point Average (TGPA) less than 2.33 (C+) while on PROBATION; **OR**
- a grade of F, F-S, or INC while on PROBATION

D. The MEP reserves the right to determine a student's eligibility to participate in the clinical component of any course.

D.1 The MEP reserves the right, at any point during the term, to remove a student from a clinical placement or laboratory setting if the student exhibits unsafe clinical practice or behaviour that places clients or others at risk and/or violates the *Midwifery Act of Ontario*. Such removal will result in the student receiving an 'F' grade and may result in dismissal from the program. In this circumstance, the student shall have established rights of appeal; however, she/he cannot remain in the course while the appeal is underway. The appeal will be conducted promptly in order to protect the student's rights.

D.2 The student may be PERMANENTLY WITHDRAWN from the MEP for reasons of unprofessional behaviour or professional misconduct.

GRADED COURSE PERFORMANCE DESIGNATIONS

Performance Description	Letter Grade	Conversion Range Percentage Scale to Letter Grades	Ryerson GPA
Excellent	A+	90 - 100	4.33
	A	85 - 89	4.00
	A-	80 - 84	3.67
Good	B+	77 - 79	3.33
	B	73 - 76	3.00
	B-	70 - 72	2.67
Satisfactory	C+	67 - 69	2.33
	C	63 - 66	2.00
	C-	60 - 62	1.67
Marginal	D+	57 - 59	1.33
	D	53 - 56	1.00
	D-	50 - 52	0.67
Unsatisfactory	F	0 - 49	0

INCOMPLETE GRADES

Occasionally, an instructor may give you an INC (incomplete) instead of a number grade if the work you have handed in for a course is at passing level but you still have some work to complete or you missed the final exam due to medical or compassionate circumstances.

If you receive an INC make sure you receive a written statement outlining what outstanding work you need to complete and by what date. The deadline for finishing course work when a grade of INC has been recorded is 3 months following the grade submission deadline. So if, for example, grades for the Fall Semester were due on December 18th, then your instructor must submit your revised grade by March 18th. If your instructor does not submit a new grade for you by this date, your INC will automatically be changed to an F.

DEAN'S LIST

The Dean's List recognizes students in the Midwifery Education Program whose outstanding academic achievement meets the established criteria on an annual basis. Students meeting these criteria will be recognized by having their names posted on the Faculty of Community Services website and bulletin board. Their achievement will also be acknowledged with a certificate at the Midwifery Education Program Annual Awards ceremony. A notation is also made on the student's transcript.

Criteria for Full-Time Program Students:

To be eligible for consideration for the Dean's List, students must:

1. Have an average term GPA of 3.67 or higher. This is calculated based on the Academic Year Fall and Winter semesters only and is done at the end of the Winter term.
2. Be carrying an average unit load of 4.0 units for the Fall and Winter terms.
3. Have all passing grades and clear academic standing. They cannot have received any Disciplinary Notices while at Ryerson.

Criteria for Part-Time Students and Full Time Students Registered with the Access Centre:

Part-time program students and full-time program students registered with the Access Centre may be placed on the Dean's list at the end of any term. These students must complete the equivalent of a full year of study in order to be eligible for consideration. These students can then be considered again after completing the equivalent of a full year of study. Note that transfer credits or courses taken outside of RU cannot be part of the calculation for the Dean's List. Part-time students and full-time students registered with the Access Centre may not be included on the Dean's list more than the equivalent number of times a full-time program student may be eligible.

ACADEMIC AUDITS

Two academic audits will take place:

1. The first academic audit is conducted by the MEP prior to student entry into MWF 120 Normal Childbearing. The purpose is to ensure that all nonclinical required and elective course requirements will be met prior to entering the clinical portion of the program. Students must ensure they have a clear executable plan to complete all nonclinical coursework prior to entering MWF 120 Normal Childbearing. Upon commencing the clinical portion of the program, the demands on student time do not allow time for any nonclinical coursework.
2. The second academic audit is carried out by Curriculum Advising following receipt of an Application to Graduate to ensure all graduation requirements have been met. Students may find that incomplete paperwork during the nonclinical portion of the program (for example failure to complete Course Directive Forms) triggers a notice of ineligibility for graduation. Students in receipt of such notices should contact the Program Manager at once.

PART-TIME PROGRAM POLICIES

Length of the Program:

- Part-time students must complete all courses within a seven year period. Any extension to this period requires discussion with the Director and extensions beyond nine years require the approval of the Dean.
- Clinical courses must be completed within four years after completing Midwifery: Normal Childbearing (MWF120).

Program Changes:

- Any variations to a student's scheduled course plan that result in changes to the proposed year of graduation should be done in consultation with the Program Manager. A written draft of a new scheduled plan of study must be submitted to the Director for approval. A copy of the approved schedule will be emailed to the student or a paper copy provided.

Clinical Terms/Refresher Requirements:

- Clinical courses begin with Midwifery: Normal Childbearing (MWF120) and require full-time participation.
- Students who take a leave of absence for more than one year may be required to meet specific academic and/or clinical requirements prior to beginning a clinical midwifery course.

CHANGING STREAMS

Students sometimes request to slow down and change to a longer stream, (i.e. from 4-year to 5-year or 6-year stream) or to speed up and change to a shorter stream, (i.e. from 6-year to 5-year or 4-year stream).

The decision to allow a student to slow down or speed up prior to Midwifery: Normal Childbearing (MWF 120) is determined by the effect it has on the MWF 120 class sizes. Consideration is given to the class the student was scheduled to enter AND to the class the student is requesting to enter.

Please note that once the decision to slow down or speed up has been agreed upon and the paperwork has been processed, it is not normally possible to return to the original stream.

Speeding Up

Part-time students who have not yet entered the clinical portion of the program may be able to speed up if they can demonstrate the ability to complete all pre-clinical required and elective courses by the end of the Fall Semester of the Academic Year in which they wish to enter the first clinical course, MWF 120 Normal Childbearing. However, due to limited placement opportunities for Normal Childbearing, it may or may not be possible to accelerate entry to the clinical portion of the program. Please consult with the Program Manager as soon as possible if this is desired.

Slowing Down

Slowing down occurs when a student either chooses to take time off from the program or fails to meet the academic requirements and consequently must re-take a course or several courses. It is essential that students notify the Program Manager if they plan to slow down or not be enrolled in any Ryerson courses for a 12 month period. A student requiring more than 12 months away from the program must meet with the Program Director prior to the leave.

When a student slows down it has an impact on the planned class sizes. The program cannot guarantee that the next course offering will be able to accommodate the returning student. Priority is given to students in their designated stream. Beyond that, returning students will be prioritized according to their year of entry.

Students must notify the Program Manager if requesting a leave of absence. See the Consortium Policy and Information Handbook "Leave of Absence" policy.

TRANSFERRING BETWEEN PART-TIME & FULL-TIME PROGRAMS

Students may apply to transfer from the Part-Time program into the Full-Time MEP or vice versa. The Program will approve applications for transfer from Part-Time into Full-Time for students entering MWF 120 or subsequent courses. From MWF 120 onwards, full-time participation is required of all MEP students due to the nature of Midwifery clinical placements. However, students admitted to the Part-Time program in Midwifery are not required to transfer to the Full-Time program in order to complete the curriculum and graduate.

The deadlines to request transfer from the Part-Time to the Full-Time program are as follows:

February 1 for the Spring/Summer Term

May 1 for the Fall Term

October 1 for the Winter Term

Students should consider the advantages and disadvantages in relation to their individual situation before deciding whether transfer from the Part-Time to the Full-Time program is the optimal choice for them. General information about the Full-Time and Part-Time programs and potential advantages and disadvantages that students may want to consider are below. Please speak to the Program Manager about the process of applying to transfer between Part-Time and Full-Time Programs.

Full-Time Students:

- receive health and dental insurance and pay additional fees
- pay Ryerson Student Union fees rather than CESAR fees
- pay slightly increased fees for student services, campus centre, etc.
- are eligible for student discounts on travel, etc.
- may be eligible for an increased number of university and external scholarships
- are expected to take all courses through the day-time calendar offerings
- and part-time students are subject to different criteria for Dean's List eligibility

Part-Time Students:

- do not have access to Ryerson Student Union Health & Dental Plan
- have the option to take approved courses through Continuing Education Dept.
- will graduate upon meeting the graduation requirements that were in place in the year they entered the program irregardless of any subsequent curricular changes
- and full-time students are subject to different criteria for Dean's List eligibility
- must meet the eligibility criteria to apply for OSAP (please contact Student Financial Assistance)

Both Part-Time and Full-Time Students:

- attend the same midwifery program classes and obtain the same degree
- pay the same level of tuition fees according to course enrollment
- pay the same additional fees for special activities reserve, athletics, special incidental reserve, and Oakham House
- pay the same ancillary fees charged for specific courses
- have the same eligibility for MEP awards
- can request a letter from the Midwifery Program verifying full-time participation once they are in the midwifery clinical courses (MWF 120 onwards)

TRANSFER CREDITS

Students are invited to submit applications for transfer credit for previously completed courses which meet their current enrolment requirements. Students are advised against assuming that requests for transfer credits will be approved. When a transfer credit application is not completed (approved or declined) prior to the start of term, students must enrol in all courses designated by their program of study. Students may withdraw from any in progress courses when they receive transfer credit.

All efforts are made to review transfer credit applications in a timely manner upon receipt of complete documentation. Neglecting to enrol in required credits, while anticipating approval of a transfer credit request can jeopardize a student's standing in their stream of study. Not all applications for transfer credit are approved.

Please pay careful attention to the guidelines below and do not submit applications for a large number of courses. Only a small and select number of MEP credits are eligible for transfer credit. These are limited to elective courses and courses which have not been tailored specifically to midwifery knowledge and practice requirements. (For example, the required MEP pharmacotherapy course is attentive to the pharmacopeia and scope of practice of Registered Midwives and a transfer credit will not be granted.)

Please note: Over-submission creates an administrative burden for both the RU Transfer Credit Department and the MEP administrative staff, without increasing approval rates. Students are invited to consult with the Program Manager to determine which courses are most likely to be accepted for transfer credit prior to submission.

Midwifery Education Transfer Credit Policy

In order to be eligible for transfer credit consideration:

- Accredited university courses must have a minimum grade of 60% (C-).
- Accredited college courses must have a minimum grade of 70% (B-).
- Transfer credits will not be processed until final and official certified academic transcripts have been submitted to the Transfer Credit Unit.
- No more than 10 years can have elapsed between course completion and entry to the MEP.

For more information please refer to the Ryerson University Transfer Credit website.

MEP Challenge Credits

The MEP does not offer any opportunities for Challenge Credits. There are no exceptions to this rule.

Transfer Credit for Required Courses

There are few opportunities to obtain transfer credit for required courses. MEP course content is midwifery-specific and the majority of students do not obtain transfer credit for any of the required courses. Students should review the content of required courses carefully to ensure a transfer credit application mirrors the course content of the MEP program. Applications for transfer credit for the following courses will be considered:

- Human Anatomy and Physiology (BLG10A/B)
 - Faculty review will be done by the Department of Biology
- Life Sciences (MWF 113)
 - Satisfactory completion of courses in Biology, Chemistry and Microbiology are required to apply together with detailed syllabi

Required courses must be taken within the MEP. Requests to take required courses outside Ryerson University (course substitutions) are only granted in exceptional situations and must have the advance permission of the Program Manager or Director.

Transfer Credit for Elective Courses

Students may apply for transfer credits to meet up to five of the required elective course requirements. Courses must meet the following criteria:

Transfer Credit for Social Science Electives (2 credits)

- Detailed, dated syllabus must be provided.
- Course must be the equivalent of one of the courses on the MEP list of courses that meet the social sciences elective requirement **or** must be taught from a social science perspective with a connection to health or relevance to midwifery.
- Course must be an upper level course taken during the last two years of study, and demonstrated by prerequisites or other verifiable documentation; course number is not deemed adequate to prove a course meets the upper level requirement
- A two-semester course at another institution can be granted a maximum of one credit
- College courses are not eligible for Upper Level credit.
- If approved will be reflected as MWF GSS (General Social Science) credit on the Transfer Credit Report in RAMSS

Transfer Credit for Women's Studies Electives (2 credits)

- Detailed, dated syllabus must be provided.
- Course must be the equivalent of one of the courses on the MEP list of courses that meet the women's studies elective requirement **or** must meet both the following criteria: 1) at least 70% is committed to women's issues and gender analysis; 2) feminist perspectives, feminist theory and/or feminist practice are foundational in course resources and learning assignments.
- A two-semester course at another institution can be granted a maximum of one credit
- If approved will be reflected as MWF GWS (General Women's Studies) credit on the Transfer Credit Report in RAMSS

Transfer Credit for Professionally-related Elective (1 credit)

- Course must be the equivalent of one of the courses on the MEP list of courses that meet the professionally-related elective requirement **or** it must be possible to demonstrate the course content is significantly useful to midwifery practice
- A broad spectrum of courses will be considered
- If approved will be reflected as a PRE GEN credit on the Transfer Credit Report in RAMSS

Transfer Credit Process

Students should consult with the Program Manager in order to start applying for transfer credits following their Acceptance of Admission. Late fees will be charged for assessment of transfer credits submitted after April 1 of the academic year in which the student started the program; for example April 1, 2018 for students starting the program in Sept 2017. For more information on fees and deadlines, search for "Ryerson Transfer Credit Deadlines."

Online Evaluation of Transfer Credits

- From within RAMSS, use the "Evaluate my transfer credits" option; detailed instructions are available by searching "Ryerson Transfer Credits"
- Unofficial results will be instantly available, based on previously established equivalencies in the Transfer Credit Database
- Submit additional documents as required and continue to check results in RAMSS
- Processing time is normally up to 8 weeks.

Course Directives

- Once transfer credits have been granted, students should run an advisement report (directions are on the Ryerson Transfer Credit website) to determine how transfer credits are officially meeting program requirements
- Students should contact the Program Manager if transfer credits do not appear to be meeting program requirements as was discussed or anticipated; Course Directive Forms may need to be completed.

COURSE MANAGEMENT POLICY

Students should be familiar with the Ryerson University Course Management Policy. Key aspects to note include:

Students must be provided with a course syllabus or outline at the beginning of every course. This may be provided in hard copy or on a website, but a hard copy is always made available upon request. At a minimum, the outline should include:

- the name and number of the course, the semester and year, and any prerequisites;
- the name of the instructor plus office location, telephone number, email address and office hours, and their website, if any;
- course description including focus and scope of the course, course objectives and/or learning outcomes, and the topics to be covered with the approximate sequence and schedule;
- texts and reading lists;
- a description of the teaching method (e.g. lecture, laboratory, studio, cases, problem-based learning, seminar, field work, etc.);
- student expectations and requirements including:
 - a list of all assignments, tests, exams and other graded work, and a general description of each (multiple choice or essay exams, in-class presentations, group work, class participation, etc.);
 - a course schedule identifying project deadlines, a close approximation of test dates, whether there are unannounced quizzes, etc.);
 - an indication of when the first test results or term work will be returned to the students;
 - the weighting of each test, assignment or other unit of evaluation;
 - an indication of other course requirements.

Please refer to the Consortium Midwifery Education Program Policy and Information Handbook for additional policies and information regarding course management relating to the program.

TECHNOLOGY REQUIREMENTS AND SUBMISSION OF ASSIGNMENTS

Submission of Assignments

All student assignments should be submitted in a digital format that can be read using the most recent version of word.

Pre-Clinical Program

The student is required to have access to a computer and the internet and must be able to access Learnlink, D2L, and other platforms as required by the MEP.

Clinical Program

During placement, students are normally required to attend online tutorials. Students are expected to:

-have a computer, headset and internet system that functions with Adobe Connect webconferencing, or the conferencing software in use by the MEP

-to register for Adobe Connect no later than December 1st prior to the year in which they will enter MWF 120 Normal Childbearing, to familiarize themselves with the software and to troubleshoot problems prior to the December holiday break. Orientation sessions may be offered in the month of December, depending upon availability of technical staff.

The Ryerson CCS Helpdesk (ext 6840) offers support to students who experience difficulties; if CCS is unable to solve the issue after multiple attempts, the student can contact the MEP Program Manager for referral to the Learning Technology Liaison in the Faculty of Community Services.

Ultimately it is up to the student to resolve the issues and ensure she has access to a computer and internet service that functions with the software used by the MEP.

ACADEMIC CONSIDERATION AND APPEALS

COMPLAINTS AND GRIEVANCES

Students are encouraged to resolve complaints informally before using the formal procedures. Experience shows that the great majority of problems and complaints can be resolved through informal means.

Students should bring their concern to the person who is directly involved in their complaint as soon as possible after the event and preferably in private.

Students should consult their Faculty Advisor if they need a sounding board. This person will not have a formal role in the resolution of complaints. Students may choose to consult before and/or after talking with the directly involved person. At this time, they may wish to review the policies of the University to determine their options in the event that they are unsuccessful in resolving their complaint.

If the issue remains unresolved with an instructor, tutor or preceptor, students may bring the issue to the attention of the Course Coordinator, if this is a different person. If the issue continues to be unresolved, students may bring the issue to the attention of the Director. The Director may refer the student to another MEP faculty member, a Director from another FCS program or a Director at one of the other MEP sites (McMaster or Laurentian) in order to remain at arm's length if the matter is formally appealed later. The Director may meet with the student and/or convene a meeting that includes the student, a support person of their choice and the people involved in their complaint in order to facilitate a resolution.

In addition to these informal approaches, some academic issues may be considered by the Midwifery Academic Review Committee.

Contacts:

Ryerson University Ombudsperson

Ryerson University Discrimination and Harassment Prevention Services

FORMAL ACADEMIC APPEALS

The Undergraduate Academic Consideration and Appeals Policy may be found on the Ryerson Senate website.

Student Responsibility

It is the student's responsibility to notify and consult with either the instructor, or the teaching or program department/school, depending on the situation, as soon as circumstances arise that are likely to affect his/her academic performance. (See Section I of the Policy on Academic Consideration and Appeals.) It is also the student's responsibility to attempt to resolve all course related issues with the instructor and then, if necessary, with the Chair/Director of the teaching department/school as soon as they arise. Failure to do so may jeopardize an appeal. An appeal may be filed only if the issue cannot be resolved appropriately. (See Section IIA of the Policy on Grounds for Course Grade Appeal and Section IIB on Grounds for Appeal of Academic Standing.)

Grade Appeals

Academic Appeals are reserved for issues related to grades or academic standings that could not be resolved with an instructor or a Chair/Director. It should be understood that students can only receive grades which reflect their knowledge of the course material. There are five grounds that may be considered for a grade appeal: Prejudice; Medical; Compassionate; Course Management; and Procedural Error.

Academic Standing Appeals

Since Academic Standing is determined by student academic performance, the student must provide substantive reasons why the current standing is not appropriate. Standing appeals are generally based on medical or compassionate grounds or procedural error. Requests for changes must have supporting documentation.

Academic Appeals Regulations

A FIRST LEVEL appeal is filed with the Department/School and must be filed by the deadline stated in the Ryerson Calendar. Appeals will normally be submitted in person using the forms and instructions available on the Senate or Registration and Records websites. The Director of the Midwifery Education Program is advised of all appeals and responds to all student appeals.

A SECOND LEVEL appeal is filed with the Faculty of Community Services (or the Faculty in which the course is taught) and must be filed within ten working days of receipt of the decision at the FIRST LEVEL. The Dean responds to appeals filed at the second level.

A THIRD LEVEL appeal is filed with the Secretary of the Senate and must be filed within ten working days of receipt of the SECOND LEVEL or Faculty Level appeal decision.

STUDENT GUIDE TO AVOIDING ACADEMIC APPEALS

Basic Principles:

- Students should be aware that failure to deal with unforeseen circumstances when they arise will jeopardize their ability to appeal a grade or academic standing. Students must consult with their professors, or with their Chair/Director, on non-disability related accommodations and considerations as soon as they are needed.
- Students sometimes claim that they are reluctant to discuss their personal situation with their instructors in order to ask for considerations. Students are not required to seek accommodation for disabilities including mental health directly from a professor, course instructor or teaching assistant.
 - Students should be aware that they do not have to discuss the details of their situation, but they do need to inform instructors that they have a problem. If a student wishes, they may discuss their situation with the Director (or other student affairs person in the school or department) so that they do not have to discuss it with each professor individually.
 - Students should also be aware that if they do not bring the situation to the attention of their professors, and they decide to appeal, they will have to tell their circumstances to many people, and put them in writing.
- Ryerson is committed to giving students a fair opportunity to learn, but ultimately, students must be able to demonstrate that they have the same knowledge as everyone else with the same grade or academic standing.

Responsibilities:

- **Religious Obligations:** If there is a test, exam or assignment due date that conflicts with a religious obligation, students must notify their instructor within the first 2 weeks of class (or for a final exam, within 5 days of the posting of the schedule).
- **Accommodation for Disability** – Students who need academic accommodation support based on disability should register with Academic Accommodation Support (AAS) as early as possible. Once registered, the student must activate the sending of an accommodation letter via the online system used by AAS to each of their instructors outlining their recommended accommodation(s) for each course. Some students may require clinical, as well as classroom accommodations. AAS also supports students to arrange clinical accommodations. In some cases, arrangements related to a student's accommodation needs may be made by the student's Academic Accommodation Support Facilitator on behalf of the student. www.ryerson.ca/studentlearningsupport/academic-accommodation-support/
- **Regrading or Recalculation:** Students may request regrading or recalculation if they feel the mark they have received for an assignment is inaccurate or unjust. Requests for the regrading or recalculation of a student's work must be made within 10 working days of the date the graded work is returned to the class. It is the student's responsibility to discuss their work with their professor, who may ask the student to put their request in writing, detailing where they believe the grading is incorrect.
 - If the instructor does not re-grade a student's work, or if a student still believes that there is merit to their concern, they may request a formal re-grading from the Director. The student must submit a detailed outline of where they believe the grading is incorrect.

- Be aware that the grade could go down, up or remain the same. The result of the regrading is the grade that is recorded.

- **Medical:** When a student formally requests academic consideration for medical grounds, Ryerson University requires that a Medical Certificate or letter from a physician be submitted to the MEP program office within 3 days of the missed exam or presentation. The Medical Certificate Form and instructions are available on the Ryerson website.
 - If this form cannot be used, you are responsible for ensuring that the information requested is contained in the form or letter supplied by the physician. If the document submitted does not contain sufficient information, a new document may be requested. Even if you do not use the Student Medical Certificate, you are still required to either fill out Part I of the Medical Certificate Form.

- **Compassionate:** The instructor will determine whether documentation is required. It is recognized that compassionate grounds may be hard to document, but the student should try and get as much as possible (e.g. death certificate or a notice from a funeral home in the case of a death). Submit documentation within three (3) working days of the missed work, unless there are extraordinary circumstances.

- **Consideration in More Than One Course:** If students have an illness or other situation which affects their overall academic performance, they must consult with the Director who will make recommendations on a plan for their studies and will inform their instructors. (Students must still contact their instructors to verify the details.)

Ryerson Senate policies and forms for all appeals can be found on the Ryerson website.

ACCOMMODATION OF STUDENT RELIGIOUS, ABORIGINAL AND SPIRITUAL OBSERVANCE

Ryerson recognizes that a student's religious, Aboriginal or spiritual observance may sometimes require an absence from a required course activity. This policy provides a mechanism to address these observance requirements as they relate to course requirements. The Ryerson website page on Religious Observance Obligations provides students and faculty with a comprehensive description of some observance obligations. A summary is provided below.

By joining a degree, diploma or certificate program (or individual course) at Ryerson, a student assumes a series of academic obligations. Course-specific obligations (including evaluation arrangements) are described in detail in the course outlines which are required to be distributed to students at the start of a course. Course outlines may include the following academic requirements (among others):

- mandatory class attendance
- in-class quizzes
- in-class presentations by students
- laboratory sessions
- laboratory reports
- laboratory assignments
- mid-term tests
- term papers, essays or other materials to be submitted during the term
- take-home tests
- formally scheduled final examination

Due to final exam period time constraints, Ryerson finds it necessary to schedule final exams on Saturdays. Students with religious observance obligations on Saturday who find they have a Saturday exam scheduled, should utilize the policy to make alternative arrangements.

Students and faculty may choose to address observance issues informally, but also have the option of invoking the more formal process as outlined below.

PROCEDURE

At the start of each term, students who have religious observance obligations which will lead to absences from campus or academic activities during the semester should determine whether to handle the issue informally or through the formal process. Faculty will accept at face value the sincerity of student's religious beliefs.

If the formal process is selected, the student must download the Student Declaration of Religious Observances form from the Ryerson website and complete it, outlining those instances where a religious observance issue applies. A copy of the form should then be presented to instructors in each of the student's courses within the first two weeks of classes. If the required absence occurs within the first two weeks of classes or the dates are not known well in advance as they are linked to other conditions, this form should be submitted as soon as possible in advance of the required absence. The form will serve as the student's formal request for accommodation.

Once an application has been made, the instructor and the student will consult to reach agreement on a reasonable means to address the situation. When making alternative arrangements like rescheduling an examination or mid-term, the instructor must ensure that the academic obligation can be met as expeditiously as possible before the end of the term and is conducted in a suitable environment.

Instructors have until the end of the fourth week of classes to confirm an arrangement which addresses the student request. In cases where a mutually agreed upon accommodation cannot be made, or where the student's request has not been addressed by the deadline, the student may bring the matter to the Chair or Director of the Academic Department or Program where the course is taught (for CE courses this would be the relevant CE Program Director) within 5 working days after consulting with the professor, and/or no later than the fifth week of classes. If the matter remains unresolved, the student should consult with the Discrimination and Harassment Prevention Office.

A STUDENT'S GUIDE TO ACADEMIC APPEALS

Type "Ryerson" and the name of the service or department into your preferred search engine to access the web page for details on services available/contact information or call the main Ryerson number at 416-979-5000 to be connected.

	CONTACT	LOCATION
Where can I get INSTANT information on how to start an appeal?	Forms & Documents Available Online: <ul style="list-style-type: none"> • 1st Level Grade/Standing Appeal Forms • Medical Appeal Form • 2nd Level Grade/Standing Appeal Forms • Application to Withdraw • 3rd Level Appeal Form • School Standing Appeal Form 	
I need advice and information on how to appeal my mark, my standing or a charge of academic or non-academic misconduct at a departmental or faculty level.	Ryerson Students Union (RSU) Student Advocates (Full-Time Undergraduate or Graduate students)	SCC 311
	CESAR (Part-Time or Continuing Education)	SCC 301
	Student Advisors Student Services	POD 61
	Ombudsperson	Oakham House 2F
I require advice concerning an appeal on the grounds of discrimination.	Office of Discrimination & Harassment Prevention Services	POD 254-A
I require advice and information regarding a third level (Senate) appeal.	Senate	A-1221 Jorgenson Hall
I believe my appeal is being handled unfairly.	Ombudsperson	Oakham House 2F

EXAMINATIONS

Ryerson's Examination Policy is delineated as Senate policy number 135 and is available on the Ryerson website. The policy deals with infrastructure, invigilation responsibilities, student behaviour, accommodations and cancellations.

Student Responsibilities

Students must consider and respect other students' sensibilities such as stress caused by noise, intense scents, etc. Students are also expected to familiarize themselves with all pertinent information regarding examinations and to adhere to the following rules of examination conduct:

Students are expected to:

1. Arrive at the examination site on time;
2. Refrain from any form of communication with other students upon commencement of the examination, unless communication skills are being evaluated;
3. Bring into the examination location only those aids/resources that have been specified by the course instructor;
4. Refrain from bringing cellular phones, personal audio equipment, and other electronic devices into the examination room unless specifically permitted by the course instructor;
5. Refrain from bringing food into the examination room, unless it is medically necessary in which case consumption of food and beverage must be done in a non-disruptive manner;
6. Abide by the Student Code of Academic Conduct.

MEP Examination Policy Variations

The Midwifery Education Program has developed additional policies due to the uniqueness of the program and its consortium structure. Please refer to information on Examinations in Volume One of the MEP Policy and Information Handbook for further policies and information.

MISSED EXAMINATIONS

Students are expected to endeavor to take all examinations as scheduled. However, the MEP does recognize that there are circumstances where this is not possible.

<i>What if:</i>	
<i>I know I cannot take a test/exam on the scheduled day due to a conflict for Religious, Aboriginal, and Spiritual Observance?</i>	Notify your instructor within the first two weeks of classes.
<i>I miss a test/exam for medical or compassionate reasons?</i>	Contact your instructor as soon as possible and at least within 3 working days of missing the test/exam. Provide a completed Ryerson Medical Certificate or a signed Medical Certificate containing all of the information required by the Ryerson Medical Certificate <u>and</u> Part I of the Ryerson Medical Certificate filled out by you.
<i>I need to arrange a make-up test/exam?</i>	Consult with your instructor. Either you or your instructor can access the Ryerson Test Centre and Online Booking System to schedule the make-up test/exam. Please note that ten (10) business days' notice is required.
<i>I am registered with Academic Accommodation Support (AAS) and I need to take a make-up test/exam?</i>	To schedule a make-up test with accommodations, book through the Ryerson Test Centre.

STUDENT CODE OF ACADEMIC CONDUCT

Intellectual freedom and honesty are essential to the sharing and development of knowledge. In order to demonstrate Ryerson's adherence to these fundamental values, all members of the community must exhibit integrity in their teaching, learning, research, evaluation, and personal behaviour.

The Ryerson University Code of Academic Conduct applies to the academic activities, both on and off campus, of all students enrolled in courses at the University. Ryerson students are responsible for familiarizing themselves with this policy. For a detailed description of the code, see the Undergraduate Calendar or the Senate website.

The Ryerson Student Code of Academic Conduct (the Code) defines academic misconduct, the processes the University will follow when academic misconduct is suspected, and the consequences that can be imposed if students are found to be guilty of misconduct.

Academic misconduct includes actions that have a negative effect on the integrity of the learning environment. Offences of this nature are unacceptable. As academic misconduct can take many forms, the following examples are provided for descriptive purposes and are not intended to constitute an exhaustive list: plagiarism, cheating, misrepresentation of personal performance, submission of false information.

Ryerson reserves the right, at any point during a program, to remove a student from a field placement/practicum, in a situation in which clients or others are placed at risk, or when the student engages in persistent or significant unprofessional behaviour. Students are directed to the Ryerson University Calendar or Ryerson University Senate website for further details.

The University recognizes the gravity of a charge of academic misconduct and is committed to handling the disposition of such charges in a respectful, timely and thoughtful manner. The University will apply this policy in a manner that is consistent with the principles of natural justice and the rights of students to a timely and fair assessment of their academic performance.

Instructors and staff members have a responsibility to take action if they suspect the Code has been violated. The procedures described in this Code have been designed to provide a fair process in such matters. It is imperative that all members of the community abide by the Code in order to maintain an environment that is consistent with the values and behaviour the University espouses.

STUDENT GUIDE TO AVOIDING ACADEMIC MISCONDUCT

Basic Principles:

- Intellectual freedom and honesty are essential to the sharing and development of knowledge. All members of the Ryerson community must exhibit integrity in their teaching, learning, research, evaluation, and personal behaviour.
- Ryerson students are responsible for familiarizing themselves with the Student Code of Academic Conduct which can be found at <http://www.ryerson.ca/senate/pol60-fall2009.pdf>
- Ryerson has developed an **academic integrity website** for students, and contains valuable information along with tutorials and quizzes to help you learn about various types of misconduct, how to avoid misconduct and resources available to assist you.
- Ryerson has established an **Academic Integrity Office**. If students have questions about academic integrity, are concerned with the academic integrity of a particular situation, or would like to consult about a charge of academic misconduct, please contact that office.

Academic Misconduct is defined as:

- Plagiarism
- Cheating
- Misrepresentation of personal identity or performance
- Submission of false information
- Damaging or tampering with the scholarly environment
- Contributing to academic misconduct
- Unauthorized copying or use of copyrighted materials

Penalties and Consequences for Academic Misconduct:

- The minimum penalty for academic misconduct on any assignment or other form of evaluation is a mark of zero for the work, and a Disciplinary Notice (DN) will be placed on your record.
- A grade of "F" in a course may be assigned by the instructor.
- You may be required to participate in the Academic Integrity Tutorial in conjunction with another penalty.
- Disciplinary Suspension (DS) may be recommended by the instructor, or may be assigned by the Faculty Appeals Committee or Senate Appeals Committee.
- Disciplinary Withdrawn (DW) may be recommended by instructor, or may be assigned by the Faculty Appeals Committee or Senate Appeals Committee.
- The Senate Appeals Committee may expel you from the University.
- In some circumstances your degree, diploma or certificate may be rescinded.
- You may be required to replace damaged or destroyed material.

Resources Available to Assist Students in Avoiding Academic Misconduct

- The Writing Centre
- The Learning Success Centre
- The Ryerson Library
- RefWorks: a web-based bibliographic citation manager
- English Language Support
- Citation style guides: Ryerson Library & Archives Citations and Style Guides

Policy on Infants in the Classroom.

The RU MEP has developed the following policy to support breastfeeding students and also to protect the rights of all students to a learning environment free of interference and disruption¹.

Students attending classes in the RU MEP who are nursing an infant are normally permitted to bring their infant into the classroom to nurse, provided that the student has someone with them to care for the infant outside of the classroom when the infant is not nursing. It is understood that if the tutor feels that a nursing infant becomes a distraction to the class that they will ask the student to remove the infant from the classroom so as to protect the learning environment for other students.

There are times when we are not able to accommodate nursing infants in the room, for example during labs, exam times, and during some intensive courses. Students with nursing infants should contact their tutor at the beginning of the course to inquire if there are any times when the course will not be able to accommodate their infant for nursing in the classroom.

1. Ryerson University. Statement of Student Rights and Responsibilities. Approved 2003

CLINICAL COURSES AND PLACEMENTS

I. PLACEMENT REQUIREMENTS

In order to participate in clinical placements or observational experiences students must comply with the placement requirements outlined below. Students returning from a leave of absence or in extended clinical placements are responsible to submit up to date documentation for placement requirements.

Students are responsible for any costs associated with meeting clinical placement requirements.

Students are required to bring complete documentation to the office in person; partial documentation will not be accepted. Students who fail to provide current documentation for any placement requirement by the submission deadline will be withdrawn from the placement and will only be considered for return to the placement after appropriate documentation is provided.

A. Vulnerable Sector Police Reference Check (VS-PRC)

1. A police reference check for volunteers working with vulnerable populations is required.
2. A VS-PRC is valid for one year from date of issue.
3. Students submit an original copy of a valid VS-PRC to the MEP office by the deadline posted on the MEP website for the entry year to:
 - a) MWF 150 Midwifery: With Woman
 - b) MWF 120 Normal Childbearing
 - c) MWF 220 Interprofessional Placements I
 - d) MWF 420 Maternal and Newborn Pathology
4. Students retain an original copy of a valid VS-PRC during clinical placements to be available if requested.
5. Presence of a criminal record does not automatically disqualify a student from entering a placement and will be reviewed by the Director.

B. Communicable Disease Vaccinations/Immunities

1. The *Health Screening Record* posted on the MEP website defines the scope of vaccinations and immunities for communicable diseases required to attend clinical placements or observational experiences.
2. Evidence of up to date vaccinations and immunities is required prior to the entry year to MWF 150 Midwifery: With Woman using the *Health Screening Record* by the deadline posted on the MEP website.
3. Up to date vaccinations and immunities must be maintained throughout all subsequent midwifery and interprofessional placements.

C. Tuberculosis (TB) Screening

1. TB screening results are considered valid for one year.
2. Documentation of two step TB screening is required prior to the entry year for MWF 150 Midwifery: With Woman using the *Health Screening Record* by the deadline posted on the MEP website.
3. Documentation of up to date TB screening is required by the deadline posted on the MEP website using the *Placement Requirements Record* for entry to:
 - a) MWF 120 Normal Childbearing
 - b) MWF 220 Inteprofessional Placements I
 - c) MWF 420 Maternal and Newborn Pathology

D. Cardiopulmonary Resuscitation (CPR)

1. Certification in CPR at the Health Care Provider Level must comply with the *College of Midwives of Ontario Policy on Continuing Competencies*.
2. CPR certification is valid for two years.
3. CPR certification is the student's responsibility. In person CPR courses are required for initial certification and are recommended for ongoing certification.
4. CPR certification is required for entry to and the duration of MWF 120 Normal Childbearing and for all subsequent midwifery and interprofessional placements.
5. Documentation of current certification using the *Placement Requirements Record* is required by the deadline posted on the MEP website prior to the entry year to:
 - a) MWF 120 Normal Childbearing
 - b) MWF 220 Inteprofessional Placements I
 - c) MWF 420 Maternal and Newborn Pathology

E. Mask Fit Certification

1. N95 mask fit certification for size and model is completed in MWF 250 Midwifery Clinical Skills and in MWF 345 Advanced Clinical Skills II.
2. Mask fit certification is valid for two years.
3. Mask fit certification is required for entry to and the duration of Normal Childbearing and for all subsequent midwifery and interprofessional placements.
4. Documentation of current mask fit certification using the *Placement Requirements Record* is required by the deadline posted on the MEP website prior to the entry year to:
 - a) MWF 120 Normal Childbearing
 - b) MWF 220 Interprofessional Placements I
 - c) MWF 420 Maternal and Newborn Pathology
5. Students are required to have their mask fit certificate readily accessible at all times during clinical placements.

F. Neonatal Resuscitation Certification (NRP)

1. Certification in NRP must comply with the *College of Midwives of Ontario Policy on Continuing Competencies*.
2. The CMO and MEP consider NRP certification valid for one year.
3. Students complete an NRP course during MWF 250 Midwifery Clinical Skills. Subsequent recertification is the student's responsibility.
4. NRP certification is required for entry to MWF 120 Normal Childbearing and for all subsequent midwifery and interprofessional placements.
5. Documentation of current certification using the *Placement Requirements Record* is required by the deadline posted on the MEP website prior to the entry year to:
 - a) MWF 120 Normal Childbearing
 - b) MWF 220 Inteprofessional Placements I
 - c) MWF 420 Maternal and Newborn Pathology
6. Where NRP certification will expire during a clinical placement, students must recertify and submit appropriate documentation two weeks prior to the certificate expiry date. Students who fail to provide evidence of recertification by this deadline will be removed from placement and will only be considered for return to the placement after appropriate documentation is provided.

G. Emergency Skills Certification (ES)

1. Certification in ES must comply with the *College of Midwives of Ontario Policy on Continuing Competencies*.
2. ES certification is valid for two years.
3. Students complete the Society of Obstetricians and Gynecologists of Canada Advances in Labour and Risk Management (ALARM) course in MWF 344 Advanced Clinical Skills I and the Association of Ontario Midwives Emergency Skills Workshop (ESW) in MWF 345 Advanced Clinical Skills II.
4. ES certification is required for entry to MWF 220 Interprofessional Placements I and for all subsequent midwifery and interprofessional placements.
6. Where ES certification will expire during a clinical placement, students must recertify and submit appropriate documentation two weeks prior to the certificate expiry date. Students who fail to provide evidence of recertification by this deadline will be removed from placement and will only be considered for return to the placement after appropriate documentation is provided.

II. MIDWIFERY PLACEMENTS

The MEP is responsible to secure, arrange and confirm midwifery clinical placements from university affiliated teaching practices.

RU students should be prepared to be placed in any one of the RU affiliated teaching practices. In the case of a placement shortage in the RU region, students should also be aware they may be placed in a MEP teaching practice anywhere in the province.

University affiliations of teaching practices may be revised from time to time to ensure sufficient balance across the MEP consortium.

A. Placement Allocation

1. Allocation Cycles

The MEP allocates midwifery placements for four courses in two distinct cycles:

- a) MWF 120 Normal Childbearing
- b) MWF 320 Complications and Consultation, MWF 420 Maternal and Newborn Pathology, and MWF 410 Midwifery Care Clerkship

2. Minimum Allocation Requirements

Students must be placed in a minimum of two (2) different practices for midwifery placements.

3. Student Communication re: Placement Allocation

Students may not approach midwifery practices or individual midwives to solicit placements for themselves or other midwifery students. Students may contact their allocated practice only once they have received a final placement notification with the name of their preceptor.

4. Allocation Timeline

A timeline is published for each allocation cycle. The date of the final placement notification is published annually in the MEP sessional dates chart.

5. Allocation Process

Students are allocated midwifery clinical placements using a lottery system.

The process for allocating placements to students with approved geographic accommodation or those eligible to apply for special designation placements is outlined in A-6 and A-7 below.

Declared conflicts of interest by students or preceptors/teaching practices as outlined in the MEP consortium Policy and Information Handbook are taken into consideration in the allocation process.

The allocation process for midwifery clinical placements for each allocation cycle is organized into five (5) phases:

Phase 1: Placement Recruitment and Lottery Planning

- a) Placements recruited and confirmed with RU affiliated teaching practices.
- b) Students sent list of geographic regions where placements are available from RU affiliated practices.
- c) Conflict(s) of interest declared by students and preceptors/practices.

- d) Students submit four (4) regional choices in ranked order of preference. Students who include a special designation placement in their selections may submit one (1) additional regional choice for each special designation placement selected to a maximum of six choices.
- e) Geographic parameters for students approved for geographic accommodation in the placement allocation process are identified.
- f) Placements with special designation are identified and prioritized for students who meet eligibility criteria.

Phase 2: Lottery

- a) A lottery is run with an external witness present. The lottery randomly allocates placements using a matching process designed to maximize student allocation to their first regional choice, followed sequentially by second, third and fourth choices.
- b) Geographic parameters for students approved for geographic accommodation, eligibility for special designation placements, and declared conflict(s) of interest by students and preceptors/practices are taken into account in placement allocation.
- c) Special designation placements not assigned to eligible students are included in the general allocation process unless the midwifery practice advised otherwise.
- d) Students are randomly assigned practices in their allocated region.
- e) In the event of inadequate placements in the RU region at the time of the lottery, the lottery is still run and not all students will be allocated a placement in Phase 2.

Phase 3: Students Not Assigned a Placement in Phase 2

- a) Students not allocated a placement in Phase 2 are sent a list of unfilled placements and submit their choices in ranked order of preference.
- b) A lottery is held to allocate placements if more than one student requests the same placement(s).
- c) Students who do not submit their choices by the stipulated deadline will be assigned a placement without their input.

Phase 4: Anonymous Change of Placement Request (ACPR) Process

- a) Students are sent an initial notification of their placement allocation following Phase 3.
- b) Forty eight (48) hours after the initial placement allocation is sent, students may make a written request to participate in the ACPR process.
- c) Participating students are sent a list of placements offered in the ACPR process, as well as any new or unfilled placements.
- d) Students declare their intention to continue in the ACPR process or withdraw and retain their original allocated placement.
- e) Placements for students who withdraw from the ACPR process are removed.
- f) Students choosing to continue in the ACPR process submit a ranking of placements remaining in the ACPR process in order of preference.
- g) A change of placement is made with the following considerations:
 - A requested placement is available
 - Conflict of interest has not been declared by the preceptor/practice
 - Special designation placements are prioritized for eligible students where requested
 - Students with geographic accommodation are limited to their approved geographical regions
 - A lottery is run where more than one student requests the same placement(s).

Phase 5: Final Placement Notification

- a) A final placement notification is sent to students confirming their assigned practice and preceptor(s).
- b) Once the final placement notification is received, students may contact their preceptor/practice.

6. Geographic Accommodation in Placement Allocation

In limited circumstances, a student may be approved for geographic accommodation in the placement allocation process to be placed in a circumscribed geographic area of the RU affiliated region. Circumstances for geographic accommodation include, but are not limited to, legal custody agreements that restrict geographic mobility, or health needs that cannot be met by other accommodations in the clinical placement. The process to be considered for geographic accommodation in the placement allocation process includes:

- a) Student submits an application with rationale and supporting documentation to the Director by the stipulated deadline in the allocation timeline. Current documentation must be submitted for each placement allocation cycle.
- b) The Director reviews the student's application and supporting documentation to determine the student's eligibility and notifies the Clinical Education Coordinator of students approved for geographic accommodation and their geographic requirements.
- c) The appropriate regional selections for a student are determined in accord with their approved geographic parameters.
- d) Students are informed of their regional choices to rank order in terms of preference.
- e) The student submits a ranking of their eligible regional selections in order of preference.

7. Special Designation Placements

Placements with special designation status are prioritized for students who meet eligibility criteria. Eligible students may submit their choices for special designation placements in ranked order of preference. In addition, eligible students must also submit four (4) ranked regional selections for the lottery, in the event they are not allocated a special designation placement.

Special designation placements in the RU region may include:

- a) Aboriginal/Indigenous placements for students who have self-identified as Aboriginal/Indigenous to the MEP.
- b) Language fluency placements for students with sufficient proficiency in a designated non-English language used to conduct a significant portion of care. The allocation process may include an interview by the preceptor/practice to assess a student's language proficiency.

B. Students Not Allocated a Placement

It is possible the MEP consortium will not be able to secure an adequate number of placements for all students in a placement allocation cycle. In this case, every effort will be made to recruit a placement before the start of the course. Students not allocated a placement will be prioritized for their regional choices in the next placement allocation cycle.

C. Loss of Allocated Placement Prior to Clinical Course

Occasionally placements may be withdrawn following the placement allocation process and prior to the onset of the clinical course. Available placements will be allocated with the following considerations:

- In the event that students from different courses are without a placement, students in more senior courses are given priority.
- Students submit their choices of available placements in ranked order of preference.
- A lottery is run where more than one student requests the same placement(s).
- Students allocated a new placement who are required to relocate will be given up to two weeks to find accommodation and move to the new location before beginning the placement.
- Students are expected to participate in regularly scheduled course tutorials until a new placement is allocated and/or begins.

D. Change of Placement during Clinical Course

In exceptional circumstances, an allocated placement may be changed or withdrawn during a clinical course. The need and rationale for a change of placement is made by the Tutor or RU Course Coordinator/Site Lead for review and approval by the Director in collaboration with the Clinical Education Coordinator.

E. Living Arrangements during Midwifery Placements

Students are expected to live within a reasonable travel distance to the practice workplace according to the practice norm to appropriately attend clinical care and meet course objectives. A common standard for travel time to the practice office and the primary privileging hospital is 30 minutes in regular travel conditions. Students must contact their allocated practice to determine the norm for living-work distance and comply with this norm.

F. Travel Arrangements during Midwifery Placements

Students are required to have access to a vehicle and a minimum of an Ontario G2 license without restrictions or its equivalent prior to entering MWF 120 Normal Childbearing and for the duration of all midwifery clinical courses.

G. Placement Dates

1. Sessional Dates

Students are generally expected to begin and finish their placement on the clinical course dates published in the MEP sessional dates chart. Students are responsible to be aware of clinical placement dates, which may vary from the university sessional dates, and be available to begin on the first day of placement.

2. Out of Session Placements

As necessary to maximize clinical placements, the MEP may offer or require students to attend clinical placements that fall outside the regular course sessional dates with the following considerations:

- When a placement has a beginning or end date that is outside the course sessional dates, the number of days for the placement will be equivalent to those for in-session placements.
- Students are expected to participate in scheduled tutorials, submit assignments and write exams on the regular course dates.

- Students whose placements begin before the official course date must be enrolled in the course.
- Placements outside MEP sessional dates may have an impact on availability of student housing, OSAP funding and employment opportunities.
- When a placement ends after the official end of term date, an interim grade will be submitted by the Tutor and later amended when a final grade is assigned.

3. Placement Extensions

A midwifery clinical placement may be extended beyond the course dates in exceptional circumstances, such as a significant deficit in clinical experience or to make up time for absence due to documented illness or compassionate leave. A placement extension is distinct from a remedial placement for a Provisional Satisfactory grade and is arranged as follows:

- a) Tutor recommends a placement extension with length and rationale for approval by the RU Course Coordinator/Site Lead in collaboration with the Clinical Education Coordinator.
- b) Tutor prepares a written report with proposed dates, responsible faculty member, and objectives to be met during the extension for review by the Academic Review Committee and to be included in the student file.
- c) Tutor performs a final clinical evaluation to determine the clinical grade at the end of the extension period. The student may be eligible for a remedial placement if the clinical grade at the final evaluation following the extension is Provisional Satisfactory.

4. Placement Date Variations

Clinical placement dates that vary from the course sessional dates must be reviewed and approved by the Director in collaboration with the Clinical Education Coordinator.

III. **TRANSITIONAL MIDWIFERY PLACEMENT ALLOCATION PROCESS** (For students who entered in or prior to Fall 2015)

1. Students who entered the program in or prior to Fall 2015 are eligible to request consideration in one other university's allocation process.
 - a) Eligible students may make choices within their own and one other site's affiliated placement regions.
 - b) The allocation processes will be coordinated to allow students choices in their own and one other site's allocation process.
2. Students who entered the program in or prior to Fall 2015 and take a leave from the program are eligible to request consideration in one other university's allocation process.
3. Students who have withdrawn and re-enter the program are not eligible for consideration in another site's allocation process.
4. Students Who Do Not Receive Any of Their Choices
 - a) These students will receive a list of all remaining placements in the province and they will indicate 1st, 2nd, 3rd and 4th choices of these unfilled placements.
 - b) A lottery will be held for these students if necessary.
 - c) If no choice is indicated by the deadline, the lottery will be run and those students will be placed without input.
5. Anonymous Change of Placement Request (ACPR)

After the results of the allocation process are posted, students have 48 hours to make a written request to participate in the Anonymous Change of Placement Request (ACPR) process. Students in the ACPR process are given a list of potentially available placements. Students will not lose their existing placement if none of their requests are available.

The following considerations will be reviewed before 'change of placement' requests are finalized:

- a) Placement is available.
- b) Conflict of interest has not been declared.
- c) Aboriginal, Northern and Francophone placements will be prioritized for designated students. If they are not requested by designated students they will be available to non-designated students in the general allocation process.
- d) Students who have approved placement accommodations will be limited to choices that meet the requirements of their accommodations.
- e) If more than one student requests the same placement a lottery will be run.

Approved by MEP Management Committee: April 21, 2016
Revised by MEP Management Committee: May 26, 2016

CLINICAL COURSE EVALUATIONS

TYPE OF EVALUATION	WHEN	ACTION		DESTINATION	COMMENTS
Student of Preceptor	Final	Student completes online preceptor evaluation	Preceptor receives summary by email	Preceptor's portfolio, LimeSurvey secure database	
Student of tutor	Final	Student sends mepeval@ryerson.ca	Reviewed by director and tutor after grade submission	Tutor's dossier	Not distributed to tutor until grades have been submitted
Student of Course	Final	Student sends to Program Administrator at mepeva@ryerson.ca	Reviewed by tutor and course coordinator after grade submission	Course Coordinator and curriculum chair	
Student of Self – Clinical	Midterm	Discuss evaluation and learning plan with preceptor and tutor. Signed by preceptor & student.	Student sends to tutor by email Student and tutor keep on file to compare at final. Signed by tutor	Student file at end of term	The student's learning plan should be reviewed and revised on an ongoing basis but especially at midterm and end of term
	Final	Discuss evaluation and learning plan with preceptor & tutor. Signed by student & preceptor	Student keeps copy and sends to tutor. Tutor signs and sends to Program office.	Student file in program office	
Student of Self in Tutorial	Final	Student sends to tutor by email	Tutor reviews and assigns participation grade	Student file in program office	
Preceptor of Student – Clinical	Midterm	Discuss evaluation and learning plan with student and tutor. Signed by preceptor and student.	Preceptor keeps on file to compare to end of term and sends to tutor who signs	Student file at end of term	
	Final	Discuss evaluation and learning plan with student and tutor. Signed by student and preceptor.	Preceptor sends to tutor. Tutor sends to program office where student enrolled after signing	Student file in program office for duration of program	Student keeps copy and reviews with next tutor and preceptor at start of next term
Preceptor of Self	Midterm	Review with student		Keep for own portfolio	
	Final	Review with student	Preceptor sends a copy to placement coordinator	Preceptor's portfolio and placement coordinator	
Tutor of Student in Tutorial	Final	Tutor reviews student form, assigns grade and provides feedback to student		Student file in program office	

EVALUATION FORMS for CLINICAL COURSES

The Ryerson MEP has online fillable forms downloadable from Learnlink for Clinical Course Evaluations. Use of the online forms is preferred, but where this is not possible, fax or hard copy delivered to the MEP Office is acceptable. The forms are available on Learnlink. Evaluation forms for Clinical Courses must be sent to mepeval@ryerson.ca. Interprofessional placement evaluations must be sent to ippmepeval@ryerson.ca. Please ensure you cc your tutor appropriately.

File Naming Protocol for Clinical Evaluations

TYPE OF EVALUATION	WHEN	File Naming Protocol for Students
Student of Tutor	Final	StT_Coursename_Date_Tutorname StT_C&C_Summer15_DoeJ
Student of Course Student of Self – Clinical	Final	StC_Coursename_Date_Tutorname StC_C&C_Summer15_DoeJ
	Midterm	ClinicalEval_Coursename_MidT_Date_Studentname ClinicalEval_C&C_MidT_Summer15_DoeJ
Student of Self in Tutorial	Final	ClinicalEval_Coursename_Final_Date_Studentname ClinicalEval_C&C_Final_Summer15_DoeJ

TYPE OF EVALUATION	WHEN	File Naming Protocol for Preceptors
Preceptor of Student	Midterm	PrecClinEval_Coursename_MidT_Date_Studentname PrecClinEval_C&C_MidT_Summer14_RoeR
	Final	PrecClinEval_Coursename_Final_Date_Studentname PrecClinEval_C&C_Final_Summer14_RoeR