

POLICY and INFORMATION HANDBOOK

Volume 2

**Policies for Ryerson (name change in process) University
Students**

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

RYERSON (name change in process) UNIVERSITY

Last Revision: October 6, 2021

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. Many forms, including midwifery-specific forms are also available on the Ryerson MEP website.

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

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I. Ryerson MEP Mission, Vision, and Values

Midwifery at Ryerson is a dynamic and innovative program within the Faculty of Community Services. Established in 1993, our graduates are working as Registered Midwives across Ontario and in other Canadian provinces and territories where midwifery is legally recognized.

Midwives are primary health care professionals who provide care for pregnant people and their babies during pregnancy, birth, and for six weeks after the baby has been born. Located in central Toronto, Ryerson is situated in the heart of Toronto's diverse multicultural community. The Ryerson MEP is part of a consortium with McMaster and Laurentian University.

Midwifery students from all three universities have opportunities for shared learning at events such as the annual Student Conference, organized by the Association of Ryerson Midwifery Students. All three sites welcome midwifery students from diverse backgrounds and we appreciate the wealth of life experience our students bring to our Program. Upon graduation, students are able to practice competently and safely as beginning practitioners in any Ontario maternity care setting. Our graduates:

- Exhibit values and attitudes consistent with maternity care; advocate for clients' choices and preferences and work in partnership with childbearing people.
- Provide safe, competent and ethical midwifery care that includes counselling, teaching and support for pregnant people and their families within varied cultural, ethnic and socioeconomic populations.
- Promote childbirth as a normal part of health with an understanding of its cultural and social meanings.
- Promote understanding of and participation in healthcare by pregnant people and their families.
- Collaborate effectively with other healthcare providers; consult and refer appropriately.
- Exhibit critical thinking skills that can be used throughout one's professional career.
- Understand and appropriately apply research findings within clinical practice.
- Are accountable for their actions and participate in self and peer assessment.
- Contribute to the development of the midwifery profession.

A. Program Overview

The MEP combines a mix of health, social, and biological sciences. The curriculum is taught using a variety of formats including in-class tutorials, on-line synchronous and asynchronous learning, and clinical midwifery and interprofessional placements. Ryerson has a 4-year full-time degree program, a 5-year part-time degree program, and an accelerated 2-year degree program for people who hold a health professional degree, typically including labour and delivery experience.

The MEP is divided into the preclinical phase of the program which can be completed in 1 1/2 - 3 1/2 years and the clinical phase of the program which is completed in 2 1/2 years. The clinical phase requires a full-time commitment and includes significant on-call expectations.

Prior to graduation, students attend a minimum of 60 births, acting as primary caregiver for at least 40 births in home and hospital settings. During their studies, students also participate in providing prenatal and postpartum care in midwifery clinics and in clients' homes. Like the profession, the program is very demanding and equally rewarding.

B. Equity Statement

The MEP Consortium sees its role in education and in the midwifery profession as part of a broader commitment to social justice. We affirm our responsibility to foster an anti-oppressive environment, not only within the three sites of the MEP, but also within the wider community.

We ask all faculty, preceptors, learners and staff to challenge themselves around issues of diversity and equity, and to participate in the ongoing work of creating an environment that is welcoming, safe, accessible, and inclusive for all those involved in the MEP. We are committed to creating an open and respectful environment which supports all to learn about social difference and grow in their understanding of the structures that support inequality.

The MEP recognizes that inequity is maintained by discrimination against and systemic marginalization of people based on, but not exclusive to, ability, age, class, economic status, educational background, ethnicity, gender, geographical location, language, race, religion, reproductive and parenting decisions, and sexual orientation.

We are committed to:

- Implementing equity principles in: admissions processes; academic curriculum; program structure and delivery; professional development; educational settings within the MEP such as classrooms, tutorials, and clinical practices.
- Increasing diversity within the program.
- Creating opportunities for dialogue and self-reflection supporting continual improvement of our social justice/anti-oppression framework.
- Recognizing that the perspectives of those who are marginalized are integral to the processes of assessment and development of equity strategies.
- Teaching students to work effectively across differences

II. Faculty and Staff Information

Main phone number: 416-979-5000

Staff				
Name	Ext.	Email	Role	Room
Julie Cabanatan	555104	jcabanat@ryerson.ca	Program Assistant	DCC-681
Loreto Freire	554807	lfreire@ryerson.ca	Experiential Learning Coordinator	DCC-682
Mindy Harris	557677	mindy.harris@ryerson.ca	Program Manager	DCC-683
Cecilia Kong	557638	ckong@ryerson.ca	Student Affairs Administrator	DCC-684
Martha Sharpe	557943	martha.sharpe@ryerson.ca	Office Assistant	DCC-675A

Faculty				
Name	Ext.	Email	Role	Room
Karline Wilson-Mitchell	557686	k.wilsonmitchell@ryerson.ca	Director	DCC-685
Elizabeth Allemang	557625	ealleman@ryerson.ca	Associate Professor	DCC-658
Nicole Bennett	557680	nicole.bennett@ryerson.ca	Associate Professor	DCC-679
Cherylle Bourgeois	557678	cbourgeois@ryerson.ca	Assistant Professor	DCC-670
Nadya Burton	544436	nadya.burton@ryerson.ca	Associate Professor	DCC-678
Manavi Handa	557684	mhanda@ryerson.ca	Associate Professor	DCC-662
Andrea Robertson	553204	arobertson@ryerson.ca	Associate Professor	DCC-668
Mary Sharpe	557980	msharpe@ryerson.ca	Associate Professor	DCC-677
Vicki Van Wagner	557617	vvanwagn@ryerson.ca	Associate Professor	DCC-660

Mailing/courier address: Ryerson University MEP, 350 Victoria Street, Toronto Ontario M5B 2K3

Website: <https://ryerson.ca/midwifery> Midwifery Program Fax: (416) 979-5271

University Main #: (416) 979-5000

MEP (DCC-676) (416) 979-5104

A. Email Communication

As per Ryerson Policy 157, students must use their official Ryerson email account to communicate with instructors as well as MEP staff and faculty members. Students are required to activate and maintain a Ryerson email account; this is the method by which students will receive official university communications. Teaching and program staff will only reply to student enquiries from personal email addresses at their discretion and are not required to do so. Therefore, it is extremely important that students send emails from their Ryerson email accounts in order to ensure that they receive a response.

B. Student-Faculty Meetings

Student-faculty meetings are held once or twice during both the Fall and Winter semesters. Student-faculty meetings provide an opportunity for students to share concerns, success stories, and proposals. Faculty may also share their current research with students at these meetings.

III. Health, Wellness, and Personal Support

A. Mental Health Resources and Academic Accommodations

Ryerson offers a variety of services to promote the health and wellbeing of students. Many of these resources, including mental health and wellbeing services, can be found through the Ryerson website, and accessed through the Centre for Student Development and Counselling.

Midwifery is a demanding program and students sometimes encounter challenges during their studies. Students who feel that their situation may require academic consideration, or academic accommodation, counseling, 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:

- Human Rights Services
- Office of the Ombudsperson
- Centre for Student Development and Counseling
- Academic Accommodation Support (AAS) for Students with Disabilities

B. Policy on Infants in the Classroom

(approved by School Council July 24, 2019)

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

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, they will ask the student to remove the infant from the classroom 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.

IV. Mentorship Programs

A. BIPOC Mentorship Program

The Ryerson MEP hosts a BIPOC student mentorship program for self-identifying students who are Black, Indigenous, or People of Colour. The intention of the program is to reduce attrition and increase satisfaction and success in the program. Midwives and students make connections based upon their stated priority demographics (e.g., language, ethno-racial background, country of birth, heritage, geography, ability, faith, gender, LGBTQQIP2SAA, parenthood, etc.). Ultimately, the mentorship process works, not because the pair has everything in common, but because they are both dedicated to communicate by webconference or phone at least once per month. Regular emails, a private Facebook group, and BIPOC student-run socials are many of the ways that mentors are supported. For more information or the mentee application form, contact Karline Wilson-Mitchell.

B. Queer Mentorship Program

The Canadian Caucus of Queer and Trans Midwives hosts a queer mentorship program to support midwifery students in Canada. The program welcome people who self-identify as part of the 2SLGBTQQA spectrum and who are midwifery students or midwives in Canada. Individualized mentorship helps to increase retention and graduation, promotes resiliency, and develops professional skills within the varying fields of health-work.

This is typically an online/phone mentorship program with each mentor-mentee pair deciding how and how often they will interact but at least once a month. Once accepted into the program, you will be asked to attend an orientation to understand the expectations of the program. For more information, please contact inclusivemidwifery@gmail.com

C. Tri-Mentoring Program

As of Fall 2019, midwifery students are able to participate in the Ryerson Tri-Mentoring program, through which incoming first-year students can request to be matched with an upper-year peer mentor. Incoming MEP students are encouraged to [apply for a mentor](#), and upper-year MEP students are encouraged to become mentors to provide peer support and contribute to the growth and diversification of midwifery. Peer-mentors can also be matched based on priority demographics to better meet the needs of students.

V. Facilities

A. MEP Locker Policy

(approved by School Council July 24, 2019)

DCC - 6th Floor MEP Lockers

The MEP is pleased to offer student lockers on the 6th floor of the DCC to provide students with a place to store their belongings while attending classes. As the number of student lockers available are limited, lockers will only be available to current pre-clinical midwifery students. Lockers can be requested via a google form which will be emailed to students on August 1st (or next business day) each year. The closing date for locker requests is August 15th (or next business day). If the number of requests exceeds the number of available lockers, a lottery will be held. Lockers assignments will be provided by email prior to the start of classes. If there are any unassigned lockers, the form for locker requests will be re-opened in the second week of classes.

Note that:

- MEP students are expected to provide their own locks and remove the lock at the end of their locker term
- The MEP cannot be held responsible for lost, stolen, or damaged personal property. Lockers are to be used at your own risk.
- Storage of flammable materials, dangerous chemicals, explosives, weapons of any kind, or controlled substances (such as drugs or alcohol) inside lockers is strictly prohibited.
- Do not store perishable items, including food, inside lockers.
- You are not permitted to stick anything to the interior or exterior of your locker.
- You are responsible for reporting any locker damage or needed repairs to the MEP program staff.
- All lockers that are not cleaned out by the last date of exams for each term will have the locks removed and contents will be kept in the lost and found for a limited period of time. The MEP is not responsible for lost or missing items, either before or after clearance of a locker.

B. MEP Student Workroom

MEP students have access to the MEP student workroom in DCC, conveniently located directly across from the MEP classroom. Students are also able to reserve group study rooms in the library, the SLC and in DCC through the library's website.

VI. Student Guide to Professionalism

Students are expected to familiarize themselves with and conduct themselves in accordance to the Consortium Guide to Professionalism (Appendix I).

VII. Academic Program Information

A. MEP Streams

Detailed information regarding MEP streams, courses, and prerequisites can be found in the Ryerson University course calendar. Visual outlines of the 4-year, 5-year, and post-baccalaureate streams are below.

Academic Plan - 4 year stream

	Year 1	Year 2	Year 3	Year 4
Fall	MWF 150 Introduction to Midwifery BLG101 Anatomy and Physiology MWF 11A Social Justice in Midwifery MWF 109 Critical Appraisal of Research Literature Elective – PR Elective – WS	MWF 250 Midwifery Clinical Skills MWF 201 Reproductive Physiology MWF 114 Pharmacotherapy Elective – SS Elective – SS (MWF 325 Birth and Its Meaning meets either a WS or SS elective)	MWF 344 Advanced Clinical Skills I MWF 305 Interprofessional Midwifery Care MWF 220 Interprofessional Placements I	MWF420 Maternal and Newborn Pathology
Winter	BLG 111 Anatomy and Physiology MWF 11B Social Justice in Midwifery MWF 113 Life Sciences for Midwifery MWF 108 Aboriginal Childbearing Elective – WS	MWF 120 Normal Childbearing	MWF 315 Midwifery Issues MWF 350 Interprofessional Placements II MWF 345 Advanced Clinical Skills II	MWF 410 Midwifery Care Clerkship
Spring/ Summer			MWF 320 Complications and Consultations	

Academic Plan - 5 year stream

	Year 1	Year 2	Year 3	Year 4	Year 5
Fall	BLG 101 Anatomy and Physiology MWF 11A Social Justice in Midwifery Elective – PR	MWF 150 Midwifery With Woman MWF 109 Critical Appraisal of Research Literature Elective – WS	MWF 250 Midwifery Clinical Skills MWF 201 Reproductive Physiology MWF 114 Pharmacotherapy	MWF 344 Advanced Clinical Skills MWF 305 Interprofessional Midwifery Care MWF 220 Interprofessional Placements I	MWF420 Maternal and Newborn Pathology
Winter	BLG 111 Anatomy and Physiology MWF 11B Social Justice in Midwifery MWF 108 Aboriginal Childbearing	MWF 113 Life Sciences for Midwifery Elective - WS Elective – SS (Birth and Its Meaning is one option)	MWF 120 Normal Childbearing	MWF 315 Midwifery Issues MWF 350 Interprofessional Placements II	MWF 410 Midwifery Care Clerkship
Spring/ Summer				MWF 345 Advanced Clinical Skills II MWF 320 Complications and Consultations	

Post-Baccalaureate Program for Health Professionals

	Year 1	Year 2
Fall	MWF150 Introduction to Midwifery MWF250 Midwifery: Clinical Skills MWF201 Reproductive Physiology MWF114 Pharmacotherapy MWF155 Social Justice in Midwifery	MWF344 Advanced Clinical Skills I MWF305 Interprofessional Midwifery Care (online) MWF042A Maternal & Newborn Pathology A (tutorials only) MWF220 Interprofessional Placements 1
Winter	MWF120 Normal Childbearing	MWF315 Midwifery Issues (online) MWF042B Maternal and Newborn Pathology B (clinical placement only) MWF041A Midwifery Care Clerkship A (tutorials only)
Spring/ Summer	MWF345 Advanced Clinical Skills II MWF320 Complications & Consultation	MWF041B Midwifery Care Clerkship B (clinical placement only)

B. Changing Streams

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

The decision to allow a student to slow down or speed up prior to 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.

C. Speeding Up

Part-time, pre-clinical students may be able to speed up depending upon space available in pre-clinical courses and 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. Due to limitations on class size in both preclinical and clinical courses, 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.

D. Slowing Down/Leave of Absence

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.

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.

E. Leave of Absence

Student must notify the program manager if requesting a Leave of Absence. When returning from a Leave of Absence, students may be required to meet specific academic and/or clinical requirements which may include including retaking a course that was successfully completed or undertaking a refresher. See the Consortium Policy and Information Handbook "Leave of Absence" policy and the section on "Time to Completion" in this handbook.

F. When slowing down or taking a leave, students should be aware that the number of years to complete the program is 7 years.

VIII. Transferring Between Part-time and 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 are not required to transfer to the full-time program in order to complete the curriculum and graduate.

The deadlines to request to transfer from the part-time to the full-time program are:

- 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 to 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 via RSU (may not be the same as CESAR health and dental)
- pay RSU 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:

- receive health and dental insurance via CESAR (may not be the same as RSU health and dental)
- pay CESAR fees rather than RSU fees
- 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 regardless 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 signed confirmation of enrollment form from the RU MEP verifying full-time participation once they are in the midwifery clinical courses (MWF 120 onwards)

IX. Academic Regulations

A. Academic Planning

Incoming students are invited to meet with the program manager to plan their academic programs. Subsequently students should discuss changes to their program with the Program Manager or their faculty advisor and refer to the Ryerson and consortium policies on slowing down/speeding up, leaves of absence and withdrawals.

1. Enrollment

Incoming full-time students will automatically be enrolled in required courses whereas part-time students will need to self-enroll in mid to late August.

Returning students are required to participate in Course Intentions, the process whereby students indicate the courses they wish to take in the upcoming academic year via RAMSS. The Course Intentions process typically occurs in early to mid-March with an adjustment period in the spring. Participation is mandatory for all returning midwifery students. The only course in which students cannot self-enroll is MWF 120 Normal Childbearing. Following the lottery, the program enrolls students into MWF 120, normally by the end of November.

Graduation requires students to meet five elective requirements: one professionally-related, two women's studies, and two upper-level social sciences. A pre-approved lists of elective courses can be found in the undergraduate calendar and is also available on the MEP website. Birth and Its Meaning (MWF325) is the only elective course offered in the MEP and can be used to meet either a Women's Studies or Social Science elective requirement.

It is a student responsibility to verify course enrollment on RAMSS to ensure the courses showing are correct.

Why participate in the Course Intention process?

- you will be automatically enrolled in your selected courses*
- you will have access to priority enrolment in August to amend your schedule
- if you are an OSAP student you will receive your Confirmation of Enrolment in a timely manner ensuring earlier receipt of your funds
- you will be able to confirm GO Transit Student ID card eligibility earlier
- you will receive confirmation of eligibility for Ryerson's Career Boost program earlier
- you can request enrollment confirmation earlier through your RAMSS

*Exceptions: if there is a hold on a student's account, if pre-requisites are not met, schedule conflict or other reasons.

2. Course Management Policies

It is the students' responsibility to be familiar with the Ryerson University Course Management Policy (Senate policy 145), available on the Ryerson website, as well as the MEP Consortium course management policies in the Consortium P&I Handbook.

3. Course Schedules

Clinical midwifery courses are scheduled in accordance with the consortium scheduled dates and may not always align with Ryerson's scheduled dates. Students should take this into consideration when planning events, appointments, vacations etc. while in clinical placement. Where academic dates vary from Ryerson dates, they are posted on the Ryerson MEP website. Winter term placements typically start on Jan 2nd.

4. Attendance & Absences

Midwifery students are expected to attend all classes. Attendance at births is not an acceptable reason to miss examinations or presentations for which you are responsible and will result in a failure of that component of the course. A maximum of one missed tutorial per clinical course is permitted.

5. 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 non-clinical 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 non-clinical 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.

X. Non-Ryerson Courses

A. Transfer Credits

Students are invited to submit applications for transfer credit for previously completed courses that meet their program requirements. Students are advised against assuming that requests for transfer credits will be approved. It is the student responsibility to review their transfer credit report in RAMSS to see the decisions on their transfer credit applications. When a transfer credit application is not completed (approved or declined) prior to the start of term, students must enroll in all courses designated by their program of study. Students are always advised to enroll in all the required and elective courses until such time as they see the credits in their RAMSS accounts. 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 enroll 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 pharmacopoeia and scope of practice of Registered Midwives and 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 asked to consult with the program manager to determine which courses are most likely to be accepted for transfer credit prior to submission.

B. 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.

C. MEP Challenge Credits

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

D. 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.

E. 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:

F. Transfer Credit for Social Science Electives (2 credits)

- Detailed, dated syllabus must be provided.
- The 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.
- The 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

G. 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

H. Transfer Credit for Professionally-related Elective (1 credit)

- The 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

I. Transfer Credit Process

Transfer credit information will be provided to incoming students at the mandatory group academic advising session held in June or early July. Incoming students can submit requests for review of potential transfer credits following that meeting. Students are requested not to apply for transfer credits via their RAMSS accounts until they have received guidance from the program as to which courses to submit.

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, 2021, for students starting the program in Sept 2020. For more information on fees and deadlines, search for "Ryerson Transfer Credits."

J. 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.

K. 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.

L. Taking Courses Outside Ryerson: Letter of Permission

A Letter of Permission (LOP) provides authorization for students who want to take courses at other accredited post-secondary institutions to use towards their Ryerson Degree or Certificate program graduation requirements. An application form for an LOP, outlining eligibility and conditions, can be found on the MEP website. It is essential to obtain this approval prior to taking a course outside of Ryerson.

XI. MEP Course Assessment

A. 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
	B+	77 - 79	3.33
Good	B	73 - 76	3.00
	B-	70 - 72	2.67
	C+	67 - 69	2.33
Satisfactory	C	63 – 66	2.00
	C-	60 – 62	1.67
	D+	57 – 59	1.33
Marginal	D	53 – 56	1.00
	D-	50 – 52	0.67
Unsatisfactory	F	0 – 49	0

B. Incomplete Grades

Occasionally, an instructor may give you an INC (incomplete). 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 the 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.

C. Academic Standing Variations

1.. 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:

- i. maintain a Cumulative Grade Point Average (CGPA) of at least **2.33 (C+)**,

AND

- ii. meet the minimum course grade requirements in all courses including:

- MWF 150 Midwifery: Introduction to Midwifery

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

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

- MWF 11A/B Social Justice in Midwifery

- MWF 109 Critical Appraisal of Research Literature

- MWF 113 Life Sciences for Midwifery

- MWF 114 Pharmacotherapy

- MWF 201 Reproductive Physiology

- MWF 155 Social Justice in Midwifery

A grade of D- or F in **any one** of the courses listed in section 1.ii 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.

AND

- iv. 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.

2. 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)

i. 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

ii. Students should note that it might 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.

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

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

3. 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

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

- i. 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, they cannot remain in the course while the appeal is underway. The appeal will be conducted promptly in order to protect the student's rights.
- ii. The student may be PERMANENTLY WITHDRAWN from the MEP for reasons of unprofessional behaviour or professional misconduct.

D. Time to Completion

The time span allotted for completion of the MEP is seven (7) years. In addition, no more than four years may elapse between completion of MWF 120 and completion of MWF 410 or MWF 41A/B.

i. Time Span Extension

In accordance with Ryerson University Senate Policy Number 46, students who will exceed the time span (from first enrollment to graduation) allotted for their program may be granted permission by the Dean of the Faculty to extend this time limit. In order to graduate, a student will be required to meet the academic requirements in effect when the extension is granted or such alternative requirements as may be stipulated by the MEP in keeping with Ryerson's academic policies. Contact the Program manager to request a time span extension.

E. Withdrawal from the Program

Students who have decided to withdraw from the program are required to inform the department and should contact the program manager as early as possible after making their decision. Students can also speak to the program manager or their faculty advisor before deciding, in order to receive guidance with making their decision. Please refer to the withdrawal policies in the Consortium P&I Handbook.

F. Return to the Program

If a student is returning from a leave of absence or program withdrawal, they are required to complete and submit the "Return to MEP" form found on the MEP website. If medical documentation is required, this should be accompanied by a letter from an appropriate health care provider indicating the student is able to return to academic work and if applicable, to the demands of being in clinical placement and on-call.

XII. Examinations and Missed Examinations

A. Examinations/Missed Examinations

Medical Documentation

If you are sick for a test, exam or deadline, contact your instructor immediately (required by Policy 134). Let them know your situation before the evaluation takes place, or as soon as you know you will be unable to meet the requirement of the course. Detailed information about examination policies can be found within the RU policies 134 and 135 on the Ryerson website. For information on submitting medical documentation, see the academic consideration section of this handbook.

B. MEP Examination Policy Variations

The MEP has developed additional policies due to the uniqueness of the program and its consortium structure. Please refer to information on Examinations in the consortium P&I 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.

What if:	Then:
I know I cannot take a test/exam on the scheduled day due to a conflict for Religious, Indigenous, or Spiritual Observance?	Notify your instructor within the first two weeks of classes.
I miss a test/exam for medical or compassionate reasons?	Submit the Ryerson health certificate through the online portal in advance of the missed work. When circumstances do not permit this, you must submit the request as soon as reasonably possible . If your request is for compassionate reasons, submit requested documentation within three working days of the missed work to the program manager.
I need to arrange a make-up test/exam?	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 am registered with Academic Accommodation Support (AAS) and I need to take a make-up test/exam?	To schedule a make-up test with accommodations, book through the Ryerson Test Centre.

C. Online Examination Policy

(approved by School Council May 9, 2019)

All midterm and final examinations for midwifery clinical courses (Normal Childbearing, Complications and Consultation, Maternal and Newborn Pathology, and Clerkship) are conducted online using D2L Brightspace. This policy is effective Spring/Summer 2019 for Normal Childbearing and Fall 2019 for all other midwifery clinical courses and applies to students across the consortium sitting examinations at Ryerson. Ryerson University Policy 135 also applies to all final examinations.

Students taking exams at Ryerson and McMaster Universities will be required to bring a laptop computer to their midterm and final examinations for all midwifery clinical courses. See detailed equipment requirements below. A limited number of laptops can be borrowed from the Ryerson Library as outlined below.

Students taking exams at external designated exam sites will sit examinations in computer labs unless otherwise notified. Ryerson students should be prepared to bring a laptop computer if requested.

As per the Ryerson Examination policy, no food is permitted during the exam unless as an accommodation. Water is permitted in spill-proof containers on approval of the invigilator. In case of a beverage spill by a student, equipment damages are the sole responsibility of the student.

If a student requires two-factor authentication to access their my.ryerson and needs access to their mobile phone for this purpose, the student should make this request to the invigilator who will supervise the process following which the student can leave their mobile phone with their other personal items at the front or back of the room.

In the event that a student's laptop stops functioning suddenly during the exam, all efforts will be made by the Program/designated exam site to provide an alternative computer; however, provision of a replacement laptop cannot be guaranteed. It is the student's responsibility to ensure that the laptop being used for the exam will be functional on the day of the exam.

All online exams will be password protected. The password will be provided to you by the invigilator at the start of the exam to allow you to start the exam.

In case of an emergency evacuation, the exam will be shut down by the Program. Following the emergency evacuation if students are allowed to re-enter the premises, the invigilator will make a determination as to whether the exam can be activated again or not. In the latter case, students will be informed as to the arrangements concerning the exam within two business days.

1. Equipment Requirements

Students are responsible to ensure they have a reliable laptop meeting the specifications below to bring to the exam or make arrangements to borrow one at least one week prior to the exam date. Note that Respondus Lockdown Browser must be downloaded as described below. Students can contact Ryerson CCS at help@ryerson.ca or 416-979-5000 ext.6840 for technical support.

1. Students must ensure that the laptop has sufficient battery life to be powered continuously through the examination period. A limited number of outlets will be available for those who bring power cords.
2. The laptop's operating system must be one of the following:
 - i. For Windows: versions 7, 8 or 10 (but not 10S)
 - ii. For Mac: versions OSX 10.10 through MacOS 10.14 (or higher)
3. The laptop must have the latest version of Google Chrome installed.
4. Students must download the latest version of Respondus LockDown Browser (LDB). Note that Respondus Monitor is not required.

To install LDB, students should open Google Chrome, login to Brightspace through my.ryerson.ca, and complete an ungraded practice quiz that is LDB-enabled. This practice quiz serves two functions:

- **Installing LDB:** the quiz summary page will contain a link that students can use to download LDB. Students should then open this file to install the latest version of LDB on their laptop.
- **Ensuring that it works on the laptop:** once LDB is installed, students can click "Launch LockDown Browser" from the quiz summary page and complete the practice quiz to confirm that it works on their laptop. This gives the student time to identify and address any technical difficulties in advance of the examination date. As noted above, this should be done at least one week prior to every exam to allow time for technical troubleshooting. Contact CCS at help@ryerson.ca or 416-979-5000 ext 6840 for technical assistance.

The links below provide students with further information about LDB and quizzes in Brightspace:

- From Respondus: Introduction to LockDown Browser on Brightspace (YouTube video)
- From Respondus: How to take a quiz in Brightspace with LDB (PDF file; ignore mentions of Monitor)
- From Brightspace: How to take a quiz in Brightspace (YouTube video)

2. Laptop Lending for Midwifery Clinical Course Examinations

Ryerson Library offers laptop loan to Ryerson students, staff and faculty which may be borrowed for use outside the Library. Over the years, it has been one of the high in demand items. Building on this the Library is now piloting laptop lending to students in the MEP for the express purpose of writing their online exams.

3. Booking a Laptop

Given the high pressure innate to examination time, the Ryerson Library endeavors to provide a seamless service. Library staff will pre-create student files in our database so that interested students may contact the department and request to book one of 10 laptops available for this exam writing.

- Students requiring a laptop should provide access@ryerson.ca with the following information for the purpose of creating a student file
 - student name,
 - student ID,
 - contact phone,
 - institutional email address.
- These details will be verified with the Midwifery Department prior to lending.
- For McMaster students, a note will also be entered in the individual's file that they are under the MEP for the purpose of online exams.
- Laptops will be configured and reserved for students in this program in advance.
- Laptops will come with a charger and checked to make sure they are operational.
- Laptops can be reserved on a first-come, first-served basis.
- Laptops can be borrowed at any time on the day of the examination and returned within one hour of the examination ending to mitigate the risk of theft / loss.

On the day of the exam, students should follow the checkout and check-in processes below:

Check-out

- Student arrives at the Library's Circulation Desk and identifies themselves as enrolled in the MEP. Student must produce a valid photo ID of their home institution, together with a piece of government-issued photo ID with their name and address.
- Circulation staff retrieve the patron file in the system and check out the laptop, together with the adaptor and power cord in the carrying case to the student.
- Any laptop equipment malfunctions should be reported immediately to Circulation staff.

Students who check out the laptops should have read the [laptop loan policy](#) and are advised of their responsibility while the laptops are on loan to them. They should attend to the laptops and are accountable for the loss, damage or misuse of the laptops and repair/replacement cost are applicable.

Check-in

- Student returns the laptop in person to Circulation Desk at the end of the exam
- Student waits while Circulation staff verify that the laptop and the accessories are returned and are in good working condition.

4. Emergency Evacuation during Online Examinations

In the event that due to an emergency, the building needs to be evacuated during an online exam, students should exit Respondus LDB, close the lid on their computer, unplug it from the power cord if it is plugged in and take the closed laptop without the power cord with them to the meeting point.

The exam will be stopped and access to it withheld until further notice. To maintain academic integrity in case the exam can be re-started, students are to refrain from using their cell phones during the evacuation and at the meeting point unless otherwise notified by the invigilator. Ryerson University and the MEP are not responsible for any loss or damage to personal property left unattended in the exam area. Students must follow all instructions of staff invigilating the exam.

D. Technology Requirements and Submission of Assignments

1. Submission of Assignments

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

i. Pre-Clinical Program

Students are required to have access to a computer and the internet and must be able to access D2L, and other platforms as required by the MEP.

ii. Clinical Program

Students must have a cell phone for all placement courses. 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 web conferencing, or the conferencing software in use by the MEP
- 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 the availability of technical staff.

The Ryerson CCS Helpdesk (ext 6840) offers support to students who experience difficulties, but ultimately, it is up to the student to resolve the issues and ensure they have access to a computer and internet service that functions with the software used by the MEP.

Student participation in online tutorials

Students are expected to be a quiet dedicated space, on their own when attending online tutorial meetings, so that they can fully participate in the class activities and can maintain confidentiality. It is not, for example, appropriate for a student to be in a coffee shop or other public space during tutorial; and students should be in a quiet, dedicated space free of childcare or other duties so that they will not be distracted during class time. Exceptions must be approved by the tutor in advance.

E. Academic Integrity

Students are expected to familiarize themselves with and to adhere to Ryerson's Academic Integrity Policy and should be aware of the consequences of academic misconduct (Senate Policy 60: Academic Integrity).

XIII. Academic Support

There are a variety of academic supports available to midwifery students through Ryerson University, the Faculty of Community Services, and through the MEP itself. Many student support services can be accessed on the 4th floor of the Student Learning Centre (SLC).

A. Writing Skills Initiative

Ryerson's Faculty of Community Services offers in-class programming to encourage students to write more effectively within university and professional environments, known as the Writing Skills Initiative (WSI).

As a Midwifery Student, you will have access to a WSI teaching assistant during first year in MWF11A/B Social Justice in Midwifery. They will work with you to advance your English rhetoric, grammar and style. WSI teaching assistants are professional writing experts. They have extensive experience, grounded in composition studies and theories of writing instruction. They work collaboratively with one another and with the midwifery program to tailor their support to your needs.

B. Student Learning Support: Tutor Match Program

Ryerson's Student Learning Support Centre offers a range of academic support services including a "Tutor Match" program. Midwifery students can both become tutors and access tutors through this program.

C. Faculty of Community Services Academic Support Centre

Academic support resources, workshops, learning groups, counselling, and individual support sessions are also available to Faculty of Community Services (FCS) students through the Academic Support Centre. These services tend to have more availability closer to the beginning of each term, so students are encouraged to book appointment early if they feel that they may benefit from support.

XIV. Academic Consideration

Basic Principles:

- Students should be aware that failure to deal with unforeseen circumstances when they arise may jeopardize their ability to appeal a grade or academic standing. Students must consult with their professors, or with the director, on non-disability related accommodations and considerations as soon as these needs arise.
- Students sometimes indicate 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 these 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.

A. Student Responsibilities:

i. 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). Detailed information about religious accommodations can be found under the "Accommodation of Student Religious, Aboriginal, and Spiritual Observance" of this handbook.

ii. 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.

iii. Re-grading or recalculation

Students may request regrading or recalculation if they feel the mark they have received is not a reflection of the academic merit of their work or if they believe an error or omission has been made in the calculation of their grades. Requests for the regrading or recalculation of a student's work should be made within 10 working days of the date the graded work is returned to the student. 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.

iv. Medical consideration

MEP students must submit requests for academic consideration for health reasons online. The link to the online request form and directions can be found by typing "Ryerson academic consideration" into the preferred browser. Original documents may be requested by the MEP Program Office for verification purposes.

- Students must submit the online request in advance of the missed work. When circumstances do not permit this, the request must be submitted as soon as reasonably possible. When the online request is submitted, instructors designated by the student are notified automatically, and students receive electronic notifications to confirm when requests were submitted and approved.
- Medical documentation should be provided using the Ryerson Student Health Certificate form and completed by an appropriately regulated health practitioner. If this form cannot be used, the student is responsible for ensuring that the same information that would be provided on the form is contained in the alternative document. If the document submitted does not contain sufficient information, a new document may be requested.

v. Compassionate consideration

The instructor will determine whether the 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 working days of the missed work, unless there are extraordinary circumstances.

vi. Consideration in more than one course

If students have an illness or other situation that 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 (134, 150) and forms for all appeals can be found on the Ryerson website.

B. Accommodation of Student Religious, Aboriginal, and Spiritual Observance

Ryerson University is committed to respecting the religious, cultural and spiritual beliefs and practices of all members of the university community. The university's Religious, Aboriginal and Spiritual Observance Policy requires faculty and staff to accommodate students to the greatest extent possible. Ryerson recognizes that a student's religious, Aboriginal or spiritual observance may sometimes require an absence from 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 and Cultural Observances provides students and faculty with calendars outlining religious and spiritual observances as well as information for students on how to request a religious or cultural observance accommodation. Students and faculty may choose to address observance issues informally, but also have the option of invoking the more formal process.

C. 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 Request For Accommodation Of Student Religious, Aboriginal and Spiritual Observance form from the Ryerson website and complete it. 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 that 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 MEP 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 RU Human Rights Services.

XV. Guide to Academic Appeals

A. Complaints and Grievances

Students are encouraged to resolve complaints informally before using 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 McMaster 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 (ARC).

B. Contacts:

Ryerson Students Union is the first point of contact for a student considering an appeal. In addition, students may want to contact the Ryerson University Ombudsperson and RU Human Rights Services.

C. Formal Academic Appeals

The Undergraduate Academic Consideration and Appeals Policy (134) can be found on the Ryerson Senate website. There are both grade appeals for the final grade received in a course and academic standing appeals. Consult the policy for detailed information.

D. Student Responsibility

It is the student's responsibility to notify and consult with either the instructor or program department/school, depending on the situation, as soon as circumstances arise that are likely to affect their academic performance. (See Section I of Policy 134 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.

XVI. Financial Aid, Awards, and Scholarships

A. Financial Planning

Being in the MEP means that you and your family will have to plan finances carefully. During clinical placements and the semester where you take MWF 150 Introduction to Midwifery, you will be on call. You must be able and willing to work long and unpredictable hours including nights, weekends and holidays. If you have children or other dependents, you must make childcare arrangements to support those hours. It is not possible to maintain a part-time job during clinical terms which means you need to plan in advance to ensure that you can meet your educational and living costs during these semesters.

Even in the pre-clinical part-time program, full-time participation is necessary during intensive courses and clinical terms. You will also be responsible for your own transportation during clinical terms and for MWF 150 Introduction to Midwifery. During clinical placements this requires a valid driver's license, a cell phone and almost always requires 24-hour access to a reliable vehicle. There are also many fees associated with registering as a midwife upon graduation, including but not limited to: Canadian Midwifery Registration Examination (CMRE) fees, Association of Ontario Midwives registration fees, and College of Midwives of Ontario dues. All of this means that careful financial planning is required in order to participate in the program.

B. Awards & Funding

There are a wide range of scholarships, awards, and funding opportunities available to midwifery students to help fund their studies. As of Fall 2019, MEP awards, FCS awards, and all other Ryerson awards will be available through AwardSpring. AwardSpring will enable you to view and apply for all awards available at Ryerson in one convenient spot. Using your Ryerson email, simply log into the system and create a single application to be considered for all awards for which you are eligible.

C. External Awards

External awards for midwifery students may also be available through the AOM, CAM, and other organizations. Midwifery students are encouraged to apply for external awards in addition to those available at Ryerson.

D. Dean's list

The Dean's List recognizes students in the MEP 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 MEP 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 not be included on the Dean's list more than the equivalent number of times a full-time program student may be eligible.

XVII. “Get involved” Extracurricular Involvement

A. Association of Ryerson Midwifery Students (ARMS)

ARMS was created in 2002 to promote the interests of students in the MEP at Ryerson. It is run on an ongoing basis by midwifery students who currently attend Ryerson’s MEP. ARMS hosts the annual Ontario Midwifery Student Conference as well as a variety of workshops and events throughout the year.

Some of the ongoing ARMS objectives are:

- to improve student experience in the MEP
- to ensure the student environment is free from discrimination, including discrimination based on age, ethnicity, gender, gender identity, sex, ability, national origin or citizenship, religion, language, and sexual orientation
- to encourage a collaborative relationship between students and develop a stronger community
- to prompt students to strive for enrichment beyond academia and in order to enhance the future of midwifery

Ryerson Midwifery Students are invited to take part in ARMS. Students are encouraged to contribute as much as their interest (and schedule) allows. ARMS is regularly recruiting student participants and volunteers for ARMS events as well as co-chairs for the ARMS executive council. If you want to learn more or get involved, email ARMS at arms@ryerson.ca
Important information about joining ARMS and getting involved in ARMS events:

As a Ryerson Student Union (RSU) course union, ARMS must comply with the policies and mandate for RSU student groups. In order to join ARMS as a general or executive member, midwifery students must stay opted-in to both essential and non-essential RSU fees, which can be done via the student centre on RAMSS. If a student decides to opt-out of these fees, they would be required to pay for each individual ARMS event that they attend, or to pay an ARMS membership fee, which is determined by the ARMS executive team for that year.

B. BIPOC Collective

The BIPOC Collective brings together midwifery students, midwives, and faculty members that self-identify as Black, Indigenous, and/or People of Colour. We welcome self-identifying BIPOC students to join us for meetings, socials, and other events, and encourage you to get involved with planning or leadership as well.

C. Student Midwives Association of Canada (SMAC)

The Student Midwives Association of Canada (SMAC) is an organization of student midwives from programs across the country. Composed entirely of student volunteers, members build community, share information, and lobby for change. SMAC meets regularly via Zoom and welcomes all student participants or supporters.

D. Student Ambassadors

Student Ambassadors are recruited throughout the year for a variety of events including New Student Orientation, the Ontario Universities Fair, recruitment and information sessions for the department and faculty, as well as other events. These are great opportunities for students to represent the MEP and to work closely with program faculty and staff while raising awareness about the midwifery profession and the MEP. Opportunities to become an MEP student ambassador are communicated via email as needed.

E. Interprofessional Education (IPE)

The Ryerson MEP has a strong emphasis on interprofessional education during the third year of the program, but students are encouraged to engage in interprofessional educational activities throughout the entirety of their degree. IPE opportunities in partnership with community organizations and other universities are communicated to students via email, but students are also encouraged to seek out IPE events on their own. Information about RU Interprofessional events can be found on the Ryerson website.

XVIII. Clinical Courses and Placements

A. Pagers

Students will be assigned pagers for use in MWF150 (Introduction to Midwifery). In MWF 120 (Normal Childbearing), and all other midwifery clinical placements, students will be assigned pagers only where required by the midwifery practice group where they are placed. Pagers are for the exclusive use of the student to whom the pager is assigned. A pager agreement is to be completed each time a student picks up a pager. Beginning with students entering the MEP in 2017, all pager costs will be billed directly to student accounts upon completion of the course. For students who entered the MEP prior to 2017, students are responsible to pay late or replacement charges incurred directly to the MEP office. In the event, a student takes a leave of absence or withdraws, the pager needs to be returned within five days of notification of this intent to the program to avoid late charges.

B. Placement ID Badges

Placement ID badges are mandatory and for use as needed in all clinical and interprofessional placements. Badges will be distributed to students in the fall prior to the first clinical placement in MWF 120 Normal Childbearing. The cost of these badges will be billed directly to student accounts. In the event that a placement ID badge is lost or damaged and needs to be replaced, students should visit the OneCard office directly to request a new one and pay the appropriate fee.

C. Placement Requirements

In order to participate in clinical placements or observational experiences, students must comply with the placement requirements outlined below. Students are responsible for any costs associated with meeting placement requirements.

All students, including those returning from a leave of absence or in extended clinical placements, are responsible to submit up to date documentation for placement requirements. Students who fail to provide current documentation for any placement requirement by the submission deadline will not be permitted to participate in clinical placements or observational experiences until appropriate documentation is provided.

Please refer to the Annual “To-Do” Checklist for Students on the MEP website for deadlines to submit clinical placement requirements. Where a placement requirement expires during a clinical placement, students must recertify and submit up to date documentation **two weeks prior to the expiry date**. If documentation is not received by **Thursday at noon** before the requirement lapses, the placement will be temporarily suspended until up to date documentation is received. Where placement requirement expires outside of clinical placement, students must recertify and submit up to date documentation **two weeks prior to clinical placement start date**.

1. Police Reference Check - Vulnerable Sector Screening (PRC-VSS)

- i. A police reference check for volunteers working with vulnerable populations is required.
- ii. A PRC-VSS is considered valid for **one year** from the date of issue.
- iii. Students are required to present an original copy of a valid PRC-VSS to the MEP office by the deadline posted on the MEP website before entering:
 - a) MWF 150 Introduction to Midwifery (due August 1st)
 - b) MWF 120 Normal Childbearing (due November 15th)
 - c) MWF 220 Interprofessional Placements I (due August 15th)
 - d) MWF 420 Maternal and Newborn Pathology (due August 15th)
 - e) And when returning to any clinical placement following a leave of absence
- iv. Students are required to retain the original copy of a valid PRC-VSS during clinical placements to be available if requested. (The MEP does not retain the original copy; it is returned to the student.)
- v. Presence of a criminal record does not automatically disqualify a student from entering a placement and will be reviewed by the director.

2. Communicable Disease Vaccinations/Immunities

- i. 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.
- ii. Evidence of up to date vaccinations and immunities is required prior to starting MWF 150 (Introduction to Midwifery) using the *Health Screening Record* by the deadline posted on the MEP website.

- iii. Up to date **vaccinations and immunities must be maintained** throughout all subsequent midwifery and interprofessional placements.

3. Tuberculosis (TB) Screening

- i. TB screening results are considered valid for **one year**.
- ii. Documentation of up to date TB screening is required by the deadline posted on the MEP website prior to starting MWF 150 Introduction to Midwifery using the *Health Screening Record*.
- iii. Documentation of up to date TB screening is required by the deadline posted on the MEP website using the *RU MEP Tuberculosis Screening Form* for returning students for entry to:
 - a. MWF 120 Normal Childbearing
 - b. MWF 220 Interprofessional Placements I
 - c. MWF 420 Maternal and Newborn Pathology
 - d. And when returning to any clinical placement following a leave of absence

4. Cardiopulmonary Resuscitation (CPR)

- i. Certification in CPR including level, course taken, and proof must comply with the College of Midwives of Ontario *Continuing Competencies Requirements and Approved Courses*.
- ii. CPR certification is considered valid for **two years**.
- iii. CPR certification is the student's responsibility.
- iv. CPR certification is required for entry to and the duration of MWF 120 Normal Childbearing and for all subsequent midwifery and interprofessional placements.
- v. Documentation of current certification using the *Placement Requirements Record: Returning Students* is required by the deadline posted on the MEP website prior to:
 - a. MWF 120 Normal Childbearing
 - b. MWF 220 Interprofessional Placements I
 - c. MWF 420 Maternal and Newborn Pathology
 - d. And when returning to any clinical placement following a leave of absence

5. Mask Fit Certification

- i. N95 mask fit certification for size and model is completed in MWF 250 Midwifery Clinical Skills and in MWF 345 Advanced Clinical Skills II.
- ii. Mask fit certification is considered valid for **two years**.
- iii. Mask fit certification is required for entry to and the duration of Normal Childbearing and for all subsequent midwifery and interprofessional placements.
- iv. Documentation of current mask fit certification using the *Placement Requirements Record: Returning Students* 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
 - d. And when returning to any clinical placement following a leave of absence

- i. Students are required to have their mask fit certificate readily accessible at all times during clinical placements.

6. Neonatal Resuscitation Certification (NRP)

- i. Certification in NRP. The level of certification, course taken, and proof must comply with the College of Midwives of Ontario *Continuing Competencies Requirements and Approved Courses*.
- ii. NRP certification is considered valid for **one year**.
- iii. Students complete an NRP course during MWF 250 Midwifery Clinical Skills. Subsequent recertification is the student's responsibility.
- iv. NRP certification is required for entry to MWF 120 Normal Childbearing and for all subsequent midwifery and interprofessional placements.
- v. Documentation of current certification using the *Placement Requirements Record: Returning Students* 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
 - d. And when returning to any clinical placement following a leave of absence

7. Emergency Skills Certification (ES)

- i. Certification in ES. The level of certification, course taken, and proof must comply with the College of Midwives of Ontario *Continuing Competencies Requirements and Approved Courses*.
- ii. ES certification is considered valid for **two years**.
- iii. 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.
- iv. ES certification is required for entry to MWF 220 Interprofessional Placements I and for all subsequent midwifery and interprofessional placements.
- v. Documentation of current certification using the *Placement Requirements Record: Returning Students* is required by the deadline posted on the MEP website prior to the entry year to:
 - a. MWF 220 Interprofessional Placements I
 - b. MWF 420 Maternal and Newborn Pathology
 - c. And when returning to any clinical placement following a leave of absence

8. Occupational Health and Safety Awareness Training

- i. Completion of Environmental Health and Safety Awareness (EHS) and Workplace Hazardous Materials and Information System (WHMIS) online training modules using links posted on the MEP website is required prior to entry to **MWF 120 Normal Childbearing**. Documentation submitted using the *Placement Requirements Record: Returning Students*.

- ii. EHS certification is considered valid following completion of the training module.
- iii. WHMIS certification is considered valid for **three years**.

Summary of Placement Requirement Renewal Cycles

**see the Placement Requirements section above for more detail*

Annually	<ul style="list-style-type: none"> ● Police Records Check - Vulnerable Sector Screening (PRC-VSS) ● Placement Requirements Record: Returning Students ● Neonatal Resuscitation Program (NRP) certification ● One-step tuberculosis test
Bi-Annually	<ul style="list-style-type: none"> ● Cardiopulmonary Resuscitation (CPR) certification ● Mask Fit Testing ● Emergency Skills (ES) certification
As Needed	<ul style="list-style-type: none"> ● Immunization updates ● WHMIS certification (expires every 3 years)

D. Ontario MEP Consortium Midwifery Placement Allocation Policies

McMaster University is responsible to place students admitted after 2015 in the McMaster affiliated regions defined as the Southwestern Ontario Area (SOA) region and the Greater Ontario Area (GOA). Ryerson is responsible to place students admitted after 2015 in the Ryerson affiliated placement areas defined as the Greater Toronto Area (GTA) or in the Greater Ontario Area (GOA). Students transferred from Laurentian in 2021 or who were admitted to the MEP via their application to Laurentian University in 2021 are placed in the GOA area (formerly the Laurentian University affiliated region). Separate allocation processes are held for each region/student group. The GOA allocation is held jointly with McMaster University and includes designated students from both universities.

1. Allocation Cycles

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

- a. Normal Childbearing
- b. Complications and Consultation, Maternal and Newborn Pathology, and Midwifery Care Clerkship

2. Minimum Allocation Requirements

Students must be placed in a minimum of two (2) different midwifery practice groups for placements in the courses listed in 1.a. above. This requirement does not include third year midwifery placements.

3. Student Communication re: Placements

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 under MEP Academic Dates on the MEP website.

5. Allocation Process

Students are allocated midwifery clinical placements using a lottery system.

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

i. Phase 1: Pre-Lottery

- a. Placements are recruited and confirmed with Ryerson-affiliated teaching practices.
- b. Conflict(s) of interest are declared by students and preceptors/practices. (See the Consortium P&I Handbook Conflict of Interest policy).
- c. Designated placements are identified for eligible students. (See Designated Placements in section 6. below.)
- d. Students with approved consideration in the placement allocation process are notified of their regional choices to rank order for the lottery. (See Placement Allocation Considerations in section 13. below.)
- e. Students returning from leave of absence are notified about clinical skills refresher options and/or requirements.
- f. A list of available placements regions for the placement allocation cycle are posted for students.
- g. Students submit their regional choices in ranked order of preference for all placement regions offered in a placement allocation cycle.
- h. Students who do not submit all regional choices by the stipulated deadline will be assigned a placement without their full input.

ii. Phase 2: Lottery

- a. Declared conflict(s) of interest by students and preceptors/practices are taken into account in the placement allocation process.
- b. A designated placement lottery is held as needed to place eligible students in designated placements.
- c. Designated placements not assigned to eligible students are included in the general lottery unless the midwifery practice has requested otherwise.
- d. A lottery is run using a matching process that is designed to randomly allocate placements to students for their first regional choice, followed sequentially by each subsequent choice.
- e. In the event of insufficient placements at the time of the lottery, the lottery is still run and not all students will be allocated a placement in Phase 2.

iii. Phase 3: Students Not Assigned a Placement in Phase 2

- a. Students not allocated a placement in Phase 2 are sent a list of any remaining available placements to submit their choices in ranked order of preference.
- b. A lottery will be 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.

iv. Phase 4: Initial Placement Notification

- a. Students are sent an initial notification of the midwifery practice group where they have been placed.
- b. Midwifery practice groups, hospitals and the Toronto Birth Centre are notified of student placement allocations.

v. 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 must contact their preceptor by the stipulated deadline.

6. Designated Placements

Designated placements are available for students who meet eligibility criteria. Eligible students may submit their choices for designated placements in ranked order of preference. These placements are allocated by lottery to students who meet eligibility criteria. In addition, eligible students must also submit ranked choices for all placement regions in the lottery in the event they are not allocated a designated placement.

Designated placements may include:

- a. Aboriginal designated placements for students who have self-identified as Aboriginal/Indigenous to the MEP. Aboriginal students may apply for Aboriginal designated placements anywhere in the MEP consortium placement regions. Aboriginal placements are defined as the placement of an Indigenous identified student with an Indigenous identified midwifery practice group and/or with an Indigenous identified preceptor and/or with a practice serving at least a 25% Indigenous population. These definitions are distinct and they may or may not overlap.
- b. Black designated placements for students who self-identify as Black. Black students may apply for Black designated placements anywhere in the MEP consortium placement regions. Black placements are defined as the placement of a Black identified student with a Black identified preceptor who has a central role on the preceptor team in teaching, feedback and evaluation.

c. Placements in a specified language other than English or French may be offered in the GTA or GOA for students with sufficient proficiency to participate in client care to the level expected. The allocation process will require the student to demonstrate language proficiency in order to apply for a language designated placement.

d. Students who transferred or were admitted from Laurentian University and were designated by Laurentian to be a Northern student are eligible for Northern placements. To be considered a Northern student, MEP students must have been admitted to Laurentian University as a Northern candidate, having been a permanent resident in a Northern Ontario community, north of the French River for at least three years since the age of 14. Students may be asked to supply proof. Northern students have first priority for northern placements along with any sequentially listed northern choices. Their priority status will be maintained for each sequentially listed northern placement.

e. Some placements may be designated for French fluent students; these are prioritized for students admitted to the Francophone program at Laurentian.

7. 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.

8. Loss of Allocated Placement Prior to Clinical Course

Occasionally placements may be withdrawn following the placement allocation process and prior to the start 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 from available placements in ranked order of preference.
- A lottery is run in cases 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.

9. 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, reviewed by the Course Coordinator/Site Lead and submitted for approval by the director in collaboration with the Placement Staff and Faculty.

10. Living Arrangements during Midwifery Placements

Students are expected to live within a reasonable travel distance to the practice catchment area according to the practice norm in order to appropriately attend clinical care and meet course objectives. A common standard for travel time to the primary practice office and privileging hospital is ideally within 30 minutes and up to 40 minutes in regular travel conditions. Students must contact their allocated practice to determine the norm for living- work distance and comply with this norm.

11. Travel Arrangements during Midwifery Placements

Students are required to have 24-hour access to a vehicle and a minimum Ontario G2 license without restrictions or its equivalent prior to entering MWF 120 Normal Childbearing and for the duration of all midwifery clinical courses.

12. Placement Dates

A. Sessional Dates

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

B. Placement Date Variations

The MEP may occasionally require students to attend clinical placements that fall outside the regular course dates. 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.
- Students are expected to participate in regularly scheduled tutorials, and 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 the availability of student housing, OSAP funding, and employment opportunities.
- When a placement ends after the official end of term date, an interim grade of incomplete (INC) is submitted and later amended when a final grade is assigned.

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 Course Coordinator/Site Lead in collaboration with the Placement Staff and Faculty.
- 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.

13. Ryerson Placement Allocation Considerations

Under special circumstances, a student may have needs that require placement in a specific geographic region(s) and/or within a specific term for Normal Childbearing. The student may make a request for consideration in the placement allocation process. Needs considered include, but are not limited to, legal requirements that limit geographic mobility, medical needs, disability related accommodations, or other protected grounds under the Ontario Human Rights Code (OHRC).

The process to request placement allocation consideration requests includes:

- a. The student submits the online Placement Allocation Considerations Application with rationale and supporting documentation by the stipulated deadline in the Placement Allocation Timeline. An application with current documentation must be submitted for each placement allocation cycle. For disability related requests, a clinical accommodation letter from the Academic Accommodation Support (AAS) Office that states the student's clinical accommodation needs may be required.
- b. The Experiential Learning Coordinator (ELC) reviews the student's application and supporting documentation with the faculty Clinical Education Coordinator (CEC) to

- determine approval and the geographic parameter or academic term requirements for placement allocation.
- c. The ELC identifies the regional or selections for the approved geographic parameters and/or academic term and notifies the student.
- d. The student submits a ranking for all of eligible regional selections for the placement allocation lottery in order of preference.
- e. The placement is allocated using the placement allocation lottery.

Students must be aware of the following information when making placement allocation consideration requests and with the potential for limited availability of placements:

- Ryerson is responsible to place Ryerson students admitted after 2015 in the Ryerson affiliated placement area.
- Students must be placed in a minimum of two different midwifery practice groups for the midwifery clinical courses (not including third year midwifery placements).
- Midwifery preceptors/practices and students make conflict of interest declarations.
- Midwifery placement locations are based on availability from midwifery practice groups.
- Special designation placements are prioritized for eligible students and allocated in a special designation placement lottery.
- Third year students rotate through a minimum of 6-8 interprofessional or elective placements. Third year placement locations are based on availability from hospitals, health care providers and community agencies.

While the MEP makes extensive efforts to arrange placements in requested areas, there may be an insufficient number of placements available in the region(s) to address all placement allocation requests. It is possible that a student requiring a placement within specific geographic regions or a placement term may not be allocated a placement and may need to request a leave of absence for a year and return for the following placement allocation cycle.

14. Transitional Midwifery Placement Allocation Process

**For students who entered the MEP in or prior to Fall 2015*

- a. Students who entered the program in or prior to fall 2015 and who have taken a leave of absence are eligible to request consideration in one other university's allocation process according to the following:
 - Eligible students may make choices within their own and one other site's affiliated placement regions.
 - The allocation processes of the three MEP sites will be coordinated to allow students to make choices in their own and one other site's allocation process.
- a. Students who entered the program in or prior to fall 2015 and who have taken a leave from the program are still eligible upon their return to the program to request consideration in one other university's allocation process.
- a. Students who have withdrawn and re-enter the program are not eligible for the transitional midwifery placement allocation process.

- a. Students in the transitional process who do not receive any of their choices will be allocated a placement using the following process:
- The student will receive a list of all remaining placements in the province and they will indicate their preferred order for these unfilled placements.
 - A lottery will be held as necessary if more than one student has requested the same placement.
 - If no choice is indicated by the stipulated deadline, a lottery will be run and the student will be placed without their input.

E. Clinical Course Evaluation Forms

Clinical Course Evaluations					
Type	When	Action		Destination	Comments
Student of Preceptor	Final	Student completes online preceptor evaluation	Preceptor receives individual feedback if Student gives permission Confidential feedback informs MEP preceptor education and generic period summaries to MEP teaching practices	Program Manager	Evaluation is online only via a link sent by email by the program manager
Student of Tutor	Final	Student sends to 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 mepeval@ryerson.ca	Reviewed by tutor and Course Coordinator after grade submission	Course Coordinator and MEP Curriculum Committee Chair	
Student of Self in Clinical	Midterm	Student sends to Preceptor and Tutor Signed by Student	Reviewed by Preceptor and tutor Kept on file to compare at midterm tutor signs and files at MEP office	Student MEP file at end of course	The student's learning plan will be reviewed and revised at the midterm and final evaluation meetings, and on an ongoing basis as needed
	Final	Student sends to Preceptor and tutor Signed by Student	Reviewed by Preceptor and tutor tutor signs and files at MEP office	Student MEP file	
Preceptor of Student in Clinical	Midterm	Preceptor sends to Student and tutor Signed by Preceptor	Reviewed by Student and tutor Kept on file to compare at midterm tutor signs and files at MEP office	Student MEP file at end of course	
	Final	Preceptor sends to Student and tutor Signed by Preceptor	Reviewed by Student and tutor tutor signs and files at MEP office	Student MEP file	Student keeps copy and reviews with next tutor and Preceptor
Student of Self in tutorial	Final	Student sends to tutor	Tutor reviews	Student MEP file	

tutor of Student in tutorial	Final	Tutor reviews Student form	Tutor assigns grade and provides feedback to Student	Student MEP file	
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Use of online forms is preferred. Where this is not possible, fax or hard copy may be sent to the MEP Office. Evaluation forms for Clinical Courses must be sent to mepeval@ryerson.ca. Interprofessional placement evaluations must be sent to l2freire@ryerson.ca. Students are required to also copy their tutor on forms submissions as appropriate.

F. Other Clinical Course Policies and Information

Please refer to the Midwifery Education Program Consortium Policy & Information Handbook for further information about clinical courses and placements. See Section III Clinical Courses and Placements, as well as relevant information in other sections of the handbook. This information includes, but is not limited to:

- Academic Study Day Variations – Guidelines and Procedures
- Clinical Skills Refresher
- Compassionate or Medical Leave from Placement
- Conflict of Interest
- Equipment Required for Clinical Placements
- Leaves of Absence
- Planning Clinical Opportunities (includes birth number requirements chart)
- Student Off Call Time from Clinical Responsibilities
- Student Participation in Client Care
- Required Reporting of Births Attended
- Requirements following a Leave of Absence

XIX. Student Equipment Policy

(approved by School Council July 24, 2019)

Students in the MEP are required to have the following equipment before entering Normal Childbearing Clinical placement:

1. Watch that measures seconds
2. Stethoscope
3. Sphygmomanometer
4. Fetoscope
5. Tape Measure
6. Thermometer

In addition, students in the MEP are required to have a baby scale before entering the Complications and Consultation placement

General Principles to Consider

Students should consider Infection Prevention and Control (IPAC) standards when purchasing equipment. IPAC standards are actively updating as new research is being done. Detailed information about IPAC considerations can be found on the AOM website. General considerations include:

- Avoid engraving equipment, as additional crevices are more difficult to clean. Equipment covers or “cozies” such as stethoscope covers should also be avoided as they prevent appropriate cleaning and disinfection.
- When possible, students should avoid purchasing equipment or other placement items (clinic and birth bags) with velcro, seams, crevices, and zippers.

- Items and equipment purchased for clinical placements should be able to withstand repetitive cleaning practices with health care grade disinfectants.
- IPAC standards and disinfection routines should also be kept in mind for personal items used on placement such as watches, pens, pagers and phone cases.
- Microbial growth is supported by materials that hold moisture (e.g. wood), therefore these materials should be avoided when possible.
- Porous fabrics such as cotton, cotton terry, nylon, and polyester as well as porous plastics allow microorganisms to survive more easily. Materials that are less likely to support microbial growth include metals and hard plastics.

Considerations for Specific Equipment

Certain pieces of equipment may need special consideration:

- Tape Measure - students should only purchase non-retractable or paper measuring tapes, as retractable measuring tapes cannot be cleaned.
- Baby Scale - if using an infant scale with a fabric sling, students may need to consider purchasing multiple slings as slings must be laundered between different clients in order to meet IPAC standards. With multiple slings, consider leaving a sling at the client's home until all postpartum home visits are completed, then refer to the AOM laundry guidelines.

XX. Incident & Injury in Clinical Placements

A. Incident Reporting

MEP students report any clinical incidents they are involved in during their placements and also any incidents which result in their own personal injury. There are two different processes for these:

1. Clinical Incidents:

Students involved in clinical incidents during clinical placements should seek support from their preceptor and/or tutor to fill out the Student Incident Report Form, found on the Ryerson MEP website. Submit the form without delay to the MEP program manager.

2. Personal Injury Reporting:

WSIB reporting is required if the injury/incident may result/ has resulted in any or all of the following:

- Health care by a medical practitioner for which there is a fee for service
- Loss of time from work, placement and/or university beyond the date of the incident
- Exposure to and/or contraction of a communicable disease (e.g. TB exposure, needlestick)

In the event of a practice injury/incident requiring first aid treatment only, you do not need to make a WSIB claim. First aid is defined by the WSIB as a "one-time treatment or care and any follow-up visit(s) for observation purposes only. First aid includes, but is not limited to: cleaning minor cuts, scrapes, or scratches treating a minor burn applying bandages and/or dressings

applying a cold compress, cold pack, or ice bag applying a splint changing a bandage or a dressing after a follow-up observation visit". To Submit First-Aid Paperwork to the MEP, photocopy any documentation and retain original copy for personal records. Submit photocopied documents to the MEP in a sealed envelope addressed to the program manager.

Note that WSIB reporting is required for needlestick body fluid splash.

Follow placement agency/facility protocol for reporting and obtaining personal medical attention. If additional medical attention is needed or you are uncertain about the potential severity of the incident, please obtain, complete and submit the WSIB documentation. If additional medical attention is desired or needed, students are encouraged to seek attention from their family practitioners or the Ryerson University, Health Centre, KHW-181.

B. WSIB reporting

If WSIB reporting is required, notify the preceptor and the MEP as soon as possible on the day of the incident. Obtain, complete and submit the following WSIB documentation

- Letter of Authorization [PDF] (requires a signature from Preceptor or Educator at the Placement Agency)
- Post Secondary Student Unpaid Work Placement Workplace Insurance Claim Form (To see a PDF 'sample' of a completed form, click here)
- Form 7 (For tips, click here)
- Report on Needlestick Injury or Body Fluid Splash (Note: your Employer Name is the Ministry of Training, Colleges & Universities, not your placement location)

C. WSIB coverage while driving for placement

All accidents or injuries incurred while travelling to or from a placement-related visit or birth must be reported immediately to the university. Seeking medical attention is always the first priority. Students are eligible for WSIB coverage while driving for placement-related duties.

XXI. Graduation and Beyond

A. Registering as a Midwife

In order to register as a midwife, graduating students must pass the CMRE and register with both the College of Midwives of Ontario (CMO) and the Association of Ontario Midwives (AOM). In order to secure employment and commence their New Registrant (NR) year, graduates should also be mindful of maintaining certifications (CPR, NRP, ES, etc.) and meeting application deadlines for positions with Midwifery Practice Groups.

B. Canadian Midwifery Registration Exam (CMRE)

Upon completion of the program, students must write the CMRE; the cost in 2019 was \$750. The CMRE is a national written examination designed to assess applicants for midwifery registration to ensure that they meet entry-level competency standards set out in the Canadian Competencies for Midwives. Its goal is to ensure that midwives entering midwifery practice are competent and safe practitioners providing a consistent standard of care across Canada.

Comprehensive information about the exam (including complete registration timelines and details, study tips, reference texts and practice exams) is available on the Canadian Midwifery Regulators Consortium (CMRC) website.

C. College of Midwives of Ontario (CMO)

The CMO's mandate is to protect the public, which they do by ensuring midwives meet the CMO's high expectations. Financial planning as students approach graduation is key, as CMO dues are required before a midwife can start practicing. Annual college dues for the CMO are in range of \$2,200 and are prorated based on the month of registration.

D. Association of Ontario Midwives (AOM)

The AOM's mission is to advance the clinical and professional practice of Indigenous/Aboriginal and Registered midwives in Ontario. Students have the option of becoming student members of the AOM during their midwifery education, and are required to become members as new registrants upon graduation. Membership fees for NRs can be found on the AOM website and include membership fees for the Canadian Association of Midwives (CAM). AOM fees are prorated by the month of registration for new registrants. CAM fees are pro-rated quarterly by the month of registration for new registrants. The AOM will send new registrants an invoice for their membership fees, based on their expected date of registration.

E. Alumni Association and Engagement

MEP graduates are encouraged to get involved with the Alumni Association. The Ryerson University Alumni Association (RUAA), in partnership with Alumni Relations, endeavors to foster a lifelong, mutually-beneficial relationship between the university and its alumni. To this end, the RUAA: represents all Ryerson alumni, including a growing network of alumni groups; ensures direct alumni input on, and accountability for, alumni operations; encourages alumni to stay in touch with the university, become actively involved in the life and work of the institution, and to facilitate its advancement through multi-faceted support.

MEP alumni are also encouraged to continue their involvement with the MEP through mentorship programs, preceptorship, teaching opportunities, applying to be adjunct faculty, course development, and more. There are many different ways to stay involved with the MEP as a graduate and to make a meaningful impact on the experiences of current students, the MEP invites graduates to stay involved and welcomes proposals for new initiatives and ideas as well.

Appendix I: The Ontario Midwifery Education Program: Student Guide to Professionalism

Professionalism is a set of practices that are intended to ensure that midwives are respectful, thoughtful care providers. Midwives make every attempt not to replicate oppressive or discriminatory practices in their clinical environments. Midwives strive to work skillfully together with colleagues, both intra and inter-professionally. Cultural competence is a central aspect of professional behaviour.

Professionalism is an essential set of attitudes and behaviours expected of midwives throughout all stages of their careers, including their time as learners. As members of a self-regulating profession, midwives are entrusted to maintain professional accountability to themselves, clients in their care, colleagues, and their profession.

The Student Guide to Professionalism is applicable in all contexts and circumstances in which students are, or could reasonably be considered to be, representing their educational program including both real-world and on-line settings. The principles articulated in the Student Guide to Professionalism do not replace or limit the legal or ethical standards established by the Ontario midwifery professional and regulatory bodies, or by any other applicable university standard, policy or procedure. In addition to the standards for professional behaviour outlined in this document, students are required to adhere to their individual university “Student Codes of Conduct” for non-academic offences. Breaches of academic integrity, including academic dishonesty, cheating and plagiarism, are defined in individual university academic integrity policies. Procedures for handling allegations, complaints or charges are set out in those documents.

I. Professional Behaviour Standards for Students in the Midwifery Education Program (MEP)

Students in the MEP will:

1. Adhere to the regulations and policies of their university and program, including:
 - Program policies regarding clinical placements, immunization reporting and the midwifery placement lottery
 - University policies regarding academic conduct
 - Submission of course related paper work (e.g. evaluations, birth log, learning plans, assignments) in a timely manner.
 - Adherence to deadlines for the submission of forms and documents to the program
 - Checking their university email, including when they are not enrolled in courses
 - Ensuring that all correspondence (including email) is written in a courteous and professional manner.
2. Demonstrate respect for the rights and feelings of others, including:
 - Behaving in a manner that does not disrupt or disrespect others

- Treating others with courtesy and respect. This includes clients, other students, tutors, preceptors, faculty, guest speakers, community members, administrators, custodial staff, or any other person/people on campus or affiliated with any institution where the student is placed
 - Being cooperative
 - Using inclusive language
 - Resolving conflict in an open, timely and respectful manner
 - Refraining from behavior or language that is discriminatory or harassing in nature
 - Demonstrating competency in working respectfully and skillfully across differences of identity such as, but not limited to, ability, age, class, economic status, education background, ethnicity, gender, geographical location, language, race, religion, reproductive and parenting decisions, and sexual orientation.
3. Support the learning process for themselves and others, including:
- Attending classes and placements regularly and on time
 - Being prepared for class/clinical placements
 - Actively participating in class and clinical activities
 - Promoting learning in the classroom and the clinical setting
 - Taking responsibility for own learning in the classroom and the clinical setting
 - Avoiding dominating class conversations, and welcoming the opinion of others
4. Be responsible for school, hospital, clinic and private property, including:
- Respect building, grounds and property of the university, hospitals, birth centres, midwifery clinics, and clients' homes

II. Professional Behavior during Clinical Placements

Exemplary professional behaviour is expected of students during clinical placements. Students must arrive on time, be dressed according to the expectations of the practice group or other placement site in which they are placed, and wearing ID if required. Students are expected to be on call within the norms of the practice and program, to respond in a timely manner when paged, and to report all pages (when taking calls from clients) or independent visits to their preceptor or assigned delegate, in a timely manner. They should be helpful within the placement site, assisting with the type of tasks that the midwife or other care providers normally undertake. Students are expected to be respectful and polite with administrative staff and to seek guidance from the preceptor about any special requests the student might have of the staff.

Students in clinical placements are expected to:

- Develop and revise learning plans and communicate learning needs and strategies to clinical teachers
- Seek out and integrate feedback from preceptors and others involved in clinical teaching, and reflect on performance in tutorials
- Actively attempt to address learning needs through self-study and skills practice
- Seek out appropriate learning opportunities with support from tutors and preceptors and support the learning of other students through participation in clinical skills teaching sessions
- Accept learning opportunities offered by clients, preceptors and other health care providers
- Inform preceptors and tutors of any problems that might affect clinical performance. *Students experiencing personal difficulties should consider accessing student services at the university and/or seek suggestions from their tutor or instructor*

The *Guide to Teaching, Learning and Assessment for Midwifery Preceptors and Student Midwives*¹ provides a more detailed discussion of the specific expectations regarding professional behavior for students during the various clinical placements. It is recommended that students review the entire section titled “MEP expectations of students in clinical placements” prior to placement.

III. Social Media and Professional Behaviour

The *Policy & Information Handbook* outlines expectations for student use of social media while in the MEP, as follows:

Students must refrain from discussion of issues related to clinical care as midwifery students in public or through social media such as electronic networks and/or social networking sites, e.g., Facebook, MSN, Myspace, Twitter, Youtube, Yahoo groups. Client confidentiality and respect for privacy and professional boundaries must be observed at all times and in all circumstances and these platforms are not appropriate places for sharing information

Unprofessional behaviour can have serious consequences. Students should be aware that their behaviour could affect future opportunities. Students should be aware that practices often review internet sites and social media postings before contracting prospective midwives.

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Students must refrain from derogatory or inappropriate discussions about clients, fellow students, faculty, preceptors, tutors, MEP staff, hospital staff, midwifery practices and allied health care providers, in their communications. Discussions about program procedures and policies, such as the placement lottery, should be guided by the principles of respect and support for others that are expressed in this document. All program related communications whether verbal, electronic or on paper, must be free of discrimination and/or harassment.

Students in the MEP are expected to demonstrate exemplary professional behaviour in all academic and clinical settings, at all times. This expectation is consistent with their role as developing health care professionals.