The following Motions and Documents were considered by the GFC Facilities Development Committee at its Thursday, November 23, 2017 meeting:

Agenda Title: **Faculty of Rehabilitation Medicine: General Space Program**

CARRIED MOTION:THAT the GFC Facilities Development Committee approve, under delegated authority from General Faculties Council and on the recommendation of Planning and Project Delivery, the proposed Faculty of Rehabilitation Medicine: General Space Program (as set forth in Attachment 2) as the basis for further planning.

Final Item: 4

FINAL Item No. 4

OUTLINE OF ISSUE
Action Item

Agenda Title: **Faculty of Rehabilitation Medicine: General Space Program**

Motion: THAT the GFC Facilities Development Committee approve, under delegated authority from General Faculties Council and on the recommendation of Planning and Project Delivery, the proposed Faculty of Rehabilitation Medicine: General Space Program (as set forth in Attachment 2) as the basis for further planning.

Item

Action Requested	☒Approval ☐Recommendation
Proposed by	Lorna Baker Perri, Director, Space Management, Facilities and Operations
Presenter	Robert (Bob) Haennel, Interim Dean, Faculty of Rehabilitation Medicine Janet Koshuta, Principle, HFKS Architects Ltd. Lorna Baker Perri, Director, Space Management, Facilities and Operations

Details

Responsibility	Vice-President (Facilities and Operations)
The Purpose of the Proposal is (please be specific)	To form the basis for furthering planning for the Faculty of Rehabilitation Medicine.
The Impact of the Proposal is	Provide an analysis of the space requirements; both present and future for the Faculty of Rehabilitation Medicine.
Replaces/Revises (eg, policies, resolutions)	Update the 2001 General Space Program.
Timeline/Implementation Date	N/A
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	N/A
Supplementary Notes and context	N/A

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	*Those who have been **informed**:* • Deputy Provost • Vice President, Facilities and Operations • AVP, Planning and Project Delivery
	*Those who have been **consulted**:* • Representatives from the Faculty's departments, centres and institutes.
	*Those who are actively **participating**:* • Interim Dean, Faculty of Rehabilitation Medicine • Director, Space Management • GFC FDC (November 23, 2017)
Approval Route (Governance) (including meeting dates)	GFC Facilities Development Committee (November 23, 2017) – for approval
Final Approver	GFC Facilities Development Committee

Alignment/Compliance

Alignment with Guiding Documents	**Institutional Strategic Plan – *For the Public Good*** SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. 23. Objective: Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the University. i. Strategy: Secure and sustain funding to plan, operate, expand, renew, and optimize the use of campus infrastructure to meet evolving teaching and research priorities.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	***Post-Secondary Learning Act* (*PSLA*):** The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and provides that GFC may make recommendations to the Board of Governors on a building program and related matters (Section 26(1) (o)). Section 18(1) of the PSLA give the Board of Governors the authority to make any bylaws "appropriate for the management, government and control of the university buildings and land." Section 19 of the *Act* requires that the Board "consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for (a) the support and maintenance of the university, (b) the betterment of existing buildings, (c) the construction of any new buildings the board considers necessary for the purposes of the university [and] (d) the furnishing and equipping of the existing and newly erected buildings [.] […]" Section 67(1) of the *Act* governs the terms under which university land may be leased. **GFC Facilities Development Committee Terms of Reference** 1. Mandate and Role of the Committee The GFC Facilities Development Committee (FDC) is a standing committee of GFC with delegated authority to make recommendations to General Faculties Council and the Board of Governors. The committee reviews and recommends on general space and functional programs, the design and use of facilities, and policies related to facilities and planning. 2. Areas of Responsibility a. Policy with respect to planning and facilities b. General Space Programs for Academic Units c. Design and use of all new facilities and repurposing of existing facilities d. Other matters within the purview of the committee 4. Delegated Authority from General Faculties Council and/or the Board of Governors 4.1 To approve proposed General Space Programs for academic units

	UAPPOL Space Management Policy and Space Management Procedure The respective roles of GFC FDC and the Vice-President (Facilities and Operations) with regard to institutional space management are set out in the Board-approved Policy and attendant Procedure.

Attachments

1. Briefing Note (2 pages)
2. Faculty of Rehabilitation Medicine – General Space Program Report (102 pages)

Prepared by:
Kelly Anderson
Accommodation Planner
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UNIVERSITY OF ALBERTA

BRIEFING NOTES

Space Management
Planning and Project Delivery
Facilities and Operations

Faculty of Rehabilitation Medicine – General Space Program

Background

The University of Alberta (UAlberta) is home to North America's only freestanding Faculty of Rehabilitation Medicine (FRM). Due to ongoing space constraints and the requirement to align with other high level planning activities in the health science precinct, a General Space Program (GSP) was initiated to quantify the space needs of the Faculty as projected over the next five years. Due to linkages between FRM and Alberta Health Services (AHS) there is an advantage to confirm a vision for the faculty so that it is poised to grow accordingly and in support of the health care services that are provided on adjacent sites. The GSP identifies supported requirements and quantifies these requirements into an area of space.

The faculty is anchored in Corbett Hall however, both teaching and research is accommodated in 10 buildings across three campuses (North, South and Augustana) with a significant satellite program in Calgary. It is comprised of three departments (Communication Sciences and Disorders, Occupational Therapy, and Physical Therapy) as well as clinics and institutes. FRM's professional programs are all quota programs with annual target set by the provincial government. In the past 10 years, enrollment across these programs has increased by ~50-60%. Satellite sites have been developed at Augustana and Calgary in order to accommodate the growth.

All space is at presently at maximum capacity.

Issues

Within five years the annual student enrollment is projected to increase by approximately 32 students (9%) with the most significant growth in graduate programs (50%).

Additionally, staff (academic and support) is projected to increase by 25 people (10%). This growth necessitates approximately 3,240 net square metres (nsm) of additional space, an increase of approximately 29%. The additional space will consist of research space (both dry and wet) for new hires and graduate programs and teaching space to accommodate new teaching methodologies and increased class sizes. Teaching space includes classrooms, breakout rooms, and clinical space.

The FRM General Space Program is aligned with the UAlberta Institutional Strategic Plan (2016) and the faculty's 2017-2020 Strategic Plan, "Advancing the Art & Science of Rehabilitation."

Recommendation

The GFC Facilities Development Committee approve the Faculty of Rehabilitation Medicine General Space Program (2017).

General Space Program

University of Alberta
Faculty of Rehabilitation Medicine

FINAL Submission – October 2017

FINAL

HFKS ARCHITECTS INC

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Page

UNIVERSITY OF ALBERTA

Interdepartmental Correspondence

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Date: September 14, 2017

To: Wendy Rodgers, Deputy Provost

From: RG (Bob) Haennel, Interim Dean
Faculty of Rehabilitation Medicine

Re: General Space Plan

The Faculty of Rehabilitation Medicine (FRM) is the only free standing faculty of its type in Canada. Its vision is to be a respected world leader in advancing the art and science of rehabilitation for the public good. In order to achieve this vision the faculty has undergone considerable growth in the past 5 years. Enrollment in all of our academic programs is up ~50-60%, we have established satellite programs at Augustana and in Calgary, the research productivity has more than doubled, and our Continuing Professional Education program crosses disciplinary boundaries and has established formal links to universities in China and Colombia. The FRM has also expanded to include the Glen Sather Sports Medicine Clinic and the Alberta Centre on Aging. While the FRM has much to be proud of we face significant challenges. The dramatic expansion in the activities of the FRM is putting a significant strain on the existing resources within the Faculty. As we launch our 2016-2021 strategic plan, it is evident that the priorities we have established to allow us to continue to grow as a world leader in rehabilitation education, research and community engagement cannot be realized without addressing current and future space challenges

Entry to Practice Programs
Edmonton North Campus. The FRM enjoys a long-standing reputation for providing the highest quality of professional education in Occupational Therapy (OT), Physical Therapy (PT) and Speech and Language Pathology (SLP). Indeed the GPA required to gain entry into the FRM is higher than any other faculty on campus. All three of our professional programs are quota programs, determined by the provincial government. The SPL program enrolls 56 students/year on the North Campus. Our PT program is offered in Edmonton (n=80 students/year), at our Augustana campus (n=12 students/year) and in Calgary in the downtown UofC Centre (n=18 students/year). The OT program is offered on the UofA North Campus (100 students/year) and in Calgary (n=20 students/year).

In the past 10 years, enrollment across the professional programs has increased by ~50-60% - far exceeding the capacity in Corbett Hall. While the satellites have somewhat reduced enrolment pressure on Corbett Hall we still find ourselves exceeding the classroom capacity – thus, having to split classes into sections in order to deliver the courses. This is a very costly approach to instruction. The nature of instruction has also changed requiring more seminar rooms to complement the traditional lecture theatres. Going forward we simply can't

accommodate additional enrollment in growth in Corbett Hall. Further, timetabling restrictions (for the synchronous delivery across multiple campuses) and the technology used to deliver the synchronous programs across multiple sites confine us to FRM classrooms.

In addition to the professional entry to practice programs, at any one time we have another 60 students enrolled in the MSc or Ph.D. Rehabilitation Science program. These students represent the future leaders in in Rehabilitation Research. Presently we provide each with a study carols ($3m^2$) either in Corbett Hall or one of the other buildings that house our research programs/labs. As a result of the growth in the entry to practice programs we have limited lab and study space for our Rehabilitation Science students. This space crunch is severely impacting our ability to attract high quality MSc and Ph.D. students into the Rehabilitation Science program.

Satellite Growth
The PT program has 18 students/year in the downtown UofC Centre. The OT Calgary Satellite program has 20 students/year at the same Calgary location. While both Calgary satellite programs have some limited capacity for growth this capacity will be exceeded should government request the OT or PT programs take on an additional 6 students. Simply put, with the exception of being able to accommodate a few more students, the Calgary satellite is full. We simply cannot expand teaching or lab space and all available office space is occupied. The PT program on the Augustana campus currently accepts 12 students/year and could conceivably take a maximum of 4 more students/cohort. Presently neither satellite has any capacity to accommodate additional faculty or any research activity.

Research Capacity
The FRM research activities are primarily limited to the North Campus. While the FRM does control the space in CH, available research space in that building is fully occupied. As a faculty we have been forced to decant research to available space across campus. Currently the FRM Centres, Institutes and Research activities are spread across 6 building (Corbett Hall, the Kaye Edmonton Clinic, ECHA, the Heritage Medical Research centre, College Plaza, and the Clinical Sciences Building). Moving into temporary space and buildings controlled by other faculties/organizations not only introduces logistical and administrative problems, the space often comes with restrictions in terms of space utilization. Thus restricting the kind of research that can be done in the FRM. Further the FRM has very limited access to animal research facilities and relies on the FoMD to accommodate our needs. Unfortunately the growing needs of the FoMD severely restricts their ability to accommodate the FRM needs. The overall lack of adequate research space adversely affects our ability to attract outstanding bench researchers and maintain our position as a world leader in rehabilitation research.

Over the last 10 years the research productivity in the FRM has grown exponentially. Faculty members currently hold ~$5 million in research grants and contracts. The Faculty also has an aggressive plan to recruit additional scholars. If this faculty is to continue its growth we need additional office space and new flexible research facilities which can be used address the emerging fields of study (e.g., a movement analysis and robotics). If we do not address this need soon the overall reputation of the FRM will be put at risk.

Program Growth

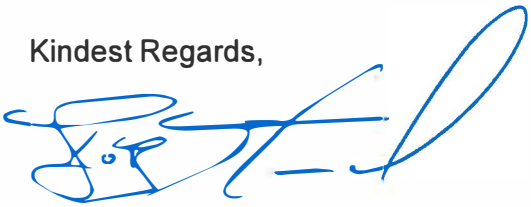
The FRM has aspirations to grow. We have developed a plan to establish an audiology program to serve the Prairie Provinces. Further, we are currently working with the Dean of PER to develop an interdisciplinary program in Recreation Therapy to serve the growing needs in continuing care of our elderly. On the international front we are planning a course-based MSc in Rehabilitation. This program will allow international students and those taking certificates (though our Continuing Professional Education program) to achieve an MSc degree though a combination of distance learning and our on-campus International Summer School. These new initiatives present a challenge, they will require new space, exacerbating an already serious space shortage.

One of the key strengths of this faculty is how we link education with research and community engagement. We have 10 different clinics, institutes and centers which link researchers and students with the community. Many of these clinic are cost recovery where innovative care is provided to the public. Unfortunately, some of our space is not easily accessible for those with mobility related issues. While the FRM celebrates the success of these initiatives their growth and the increase demand for their specialized services only serves to underscore our inability to accommodate these growing space needs.

In summary, the last General Space Program for the FRM was in 2001. At that time some space in Corbett Hall was yet to be developed and the university was planning ECHA. In the ensuing 10 years did FRM received some space in ECHA and all available space in Corbett Hall was developed. However, as a result of the tremendous growth in the various FRM initiatives (e.g. growth in professional programs, research initiatives, centres, institutes and clinics) we have simply run out of room. We have reviewed, reassigned and repurposed all available space to maximize utilization. The FRM short and long term needs for additional space are urgent

We would value your input as to the vision of the faculty within your portfolio and would like to recruit your assistance in achieving our goal of expansion and growth. As such, please find the following General Space Program conducted in 2017 for the FRM for your further consideration and review. I look forward to your reply at your earliest convenience.

Kindest Regards,



R.G. (Bob) Haennel, PhD, FACSM
Interim Dean, Facutly of Rehabilitation Medicine

Overview

The University of Alberta (UA) is home to North America's only free-standing Faculty of Rehabilitation Medicine (FRM). It is a world class post-secondary institution that provides academic training in rehabilitation science, physical therapy, occupational therapy and speech-language pathology. A research leader in musculoskeletal health, neuroscience, children's health, aging, military health and rehabilitation technology; this is the institution of choice for rehabilitation professionals, researchers, students and scientists.

The Faculty is headquartered in the historic Corbett Hall at UA's North Campus however the Faculty, both teaching and research is accommodated across three campuses and over 10 buildings. In order to provide a link between campuses, classes (lectures, seminars and labs) are delivered either face-to-face or by real-time web/video cast technology on 60-inch plasma screens to view professors from other campuses. State-of-the-art technology is employed to ensure that students have real time communication with lecturers based in Edmonton, Camrose or Calgary. While the majority of classes are broadcast from Edmonton, faculty will broadcast from all campuses throughout the program. In-person faculty members are present at all campuses during all lectures, seminars and labs.

Purpose of the Study

A General Space Program (GSP) will provide the Faculty with an understanding of the space needs as projected over the next five (5) years. It is typically expected that the GSP is periodically reviewed and ensure that the data remains current and is tied to the growth outlined in the Faculty's Academic Plan. The following key elements are considered:

- Examine space throughout the Faculty to understand the diverse ways in which space is used;
- Identify where, how and why space is deficient;
- Achieve consensus on how space might be deployed more efficiently;
- Agree on the types and quantities of space that will be needed to meet future growth projections and changing teaching and research practices.

Objectives of the Study

1. Through a consultative process, determine the anticipated growth for the Faculty of Rehabilitation Medicine within a five (5) year planning horizon. The consultative process included three (3) rounds of user group meetings which were formed to capture each Department, Clinic and Centre within the Faculty. Additional meetings were held specifically to address research and clinic considerations. User group and research/clinic participants were chosen upon recommendations from Department Chairs and members of the Administrative User Group. Each researcher was provide the opportunity to comment on space usage and needs within their current lab space.
2. Identify opportunities to optimize space to accommodate growth of various programs.

Deliverables

The final deliverable at this stage is the detailed report, contained herein. As per the original Scope of Work description provided by Space Management, the report will:

- Provide a written description of the scope and activities of the Faculty including all departments, institutions, centres and groups in their current and projected states.

- Develop a quantification of the number of students, faculty, staffing and supports needed to carry out these functions properly.
- Develop and provide a comprehensive space inventory with corresponding floor plan diagrams.

Challenges

The Faculty is located in many buildings across many campuses and cities. As a result, some growth has been limited simply due to current space constraints. The satellite programs must maintain connectivity. A significant investment has been made into the information technology infrastructure which allows programs to run concurrently in two or three locations. This must be maintained as it is a critical aspect of the Faculty's programs.

Opportunities

- The development of an interdisciplinary student clinic would provide the ability to share common resources among the Departments. This would provide both a space efficient solution and provide a better practice and teaching environment for all students within the Faculty.
- An integrated, multidisciplinary lab model would provide common lab resources and equipment to all research teams within the Faculty. This would be modelled to support the translation of research to clinical practice with a strong focus on collaboration between researchers and disciplines.

Outcomes

As a result of this space study, FRM was able to use the results of the GSP as a means to be allocated space on Level 2 of the Clinical Sciences Building (CSB). This newly acquired space will be used to accommodate the Human Movement Laboratory, a shared, multidisciplinary research lab that will continue to foster collaboration among Faculty. In addition, the space made available in Corbett Hall will allow for the development of an interdisciplinary student clinic. Both are deemed as successful outcomes of this process, whereby two key, identified opportunities are able to realized, at least in part. Additional information is included in Appendix E.

Design Principles

In June 2016, the General Faculties Council and the Board of Governors unanimously passed the new UA Institutional Strategic Plan (ISP). This document, titled "For the Public Good", outlines the institution's strategic goals: build, experience, excel, engage and sustain. There are defined objectives and working strategies outlined throughout the ISP, encouraging inclusivity and challenging active engagement. A copy of the ISP can be found: https://www.ualberta.ca/strategic-plan/overview.

The Faculty has developed a new Strategic Plan 2017-2020, titled "Advancing the Art & Science of Rehabilitation". This plan outlines the Faculty's vision, mission, values and goals which are aligned with the new UA Institutional Strategic Plan. A series of goals are outlined and summarized to include (excerpts as presented in the Strategic Plan):

1. *Culture: build an organization and workplace culture that values integration across disciplines at the faculty level, staff level and student level. FRM workplaces will be vibrant, effective, positive and respectful.*
2. *Research: develop a vibrant research environment that supports the creation and dissemination of knowledge.*

3. *Education: attract and support outstanding students and enhance the collective FRM student learning experience through quality interdisciplinary activities.*
4. *Profile: increase the profile of FRM within UA and beyond.*

A copy of the FRM Strategic Plan can be found on the UA website at: https: //www.ualberta.ca/rehabilitation.

Through the process of developing the General Space Program there is a linkage back to an understanding that the vision of space is supported by the strategic plans at both the Faculty and institutional level. Both documents include goals to support research and education by providing the necessary resources needed for growth.

Space Management benchmarks results against the requirements of other Faculties, Departments, Centres, Institutes and Units on campus as well as against similar types of spaces in other comparable jurisdictions to determine that the space requirements are reasonable, fair and a proper utilization of available resources.

In the case of Rehab Medicine, as a specialty profession that is driven by the need of a region based on population, there are published metrics that provide context of this need. This becomes a critical factor in determining the current and projected requirements for professionals and how the various regions in Canada are responding to fulfilling the need. These metrics drive the academic programs across the country and provide rationale as to the demand on a particular program, such as those at UA. This is further addressed in the Introduction Section.

Anticipated Growth

The planning horizon for this study is five years, with growth projected out to the 2021/2022 academic year. Within five years, it is anticipated that annual student enrollment will rise to 394 students. This represents a growth of approximately 9% or 32 students over five years. The most significant growth is anticipated in the Graduate Programs, which could see growth in excess of 50%.

Additionally, staff is anticipated to increase 10% or from 258 current staff to a total of 283 (increase of 25 people). This increase includes both academic and support staff. It does not factor in retiring staff (Professor Emeritus), presuming that there would be a replacement of those positions as staff retire.

The resultant anticipated space requirement is determined to be an approximate 29% increase – from an existing 11,275 net square meters (nsm) to 14,515nsm. This is a total growth of approximately 3,240nsm.

A space summary table is provided on the next page.

Table i: Total Space Requirements		2015/16 Existing	2021/22 Projected
Faculty Administration & Office of the Dean			
	Academic Offices and Related Services Space	1,029.8	1,089.0
	Graduate Students	285.8	270.0
	Research Space	290.1	526.0
	Instruction - Classroom, Lecture and Seminar Space	645.7	1,035.0
	Interdisciplinary Student Clinic, including support	0.0	1,243.0
	Student Community Space	436.7	496.0
	Calgary Campus	990.5	1,177.0
	Augustana Campus	215.6	216.0
	Total, Faculty Administration & Office of the Dean	**3,894.1**	**6,052.0**
Department of Communication Sciences & Disorders			
	Academic Offices and Related Services Space	325.8	397.0
	Research Space	537.1	894.0
	Instruction - Laboratory, Shop and Studio Space (Clinical Teaching)	560.6	430.0
	Total, Department of Communication Sciences & Disorders	**1,423.5**	**1,721.0**
Department of Occupational Therapy			
	Academic Offices and Related Services Space	392.6	329.0
	Research Space	626.5	657.2
	Instruction - Laboratory, Shop and Studio Space (Clinical Teaching)	460.4	549.0
	Total, Department of Occupational Therapy	**1,479.5**	**1,535.2**
Department of Physical Therapy			
	Academic Offices and Related Services Space	637.7	530.0
	Research Space	877.6	1,009.5
	Instruction - Laboratory, Shop and Studio Space (Clinical Teaching)	652.7	563.0
	Total, Department of Physical Therapy	**2,168.0**	**2,102.5**
Glen Sather Sports Medicine Clinic			
	Academic Offices and Related Services Space	349.4	390.0
	Instruction - Laboratory, Shop and Studio Space (Clinical Teaching)	1,164.1	1,208.0
	Total, Glen Sather Sports Medicine Clinic	**1,513.5**	**1,598.0**
Institute for Stuttering Treatment and Research			
	ISTAR Edmonton	431.7	431.0
	ISTAR Calgary	101.1	123.0
	Total, Institute for Stuttering Treatment and Research	**532.8**	**554.0**
Alberta Centre for the Aging		**0.0**	**21.0**
Rehabilitation Research Centre		**48.2**	**64.0**
Institute for Reconstructive Sciences in Medicine			
	Academic Offices and Related Services Space	52.7	201.0
	Research Space	164.2	664.0
	Total, Institute for Reconstructive Sciences in Medicine	**216.9**	**865.0**
	TOTAL SPACE REQUIREMENTS	**11,276.3**	**14,512.7**

Table Notes:		
1.	A reduction of space in some areas can be attributed to the application of UA space standards (existing spaces may exceed the current standards).	
2.	The existing spaces are located at UA North Campus, Augustana Campus (Camrose) and UA Campus at University of Calgary Downtown Campus (Calgary)	
3.	The existing includes space in these buildings: Corbett Hall, Clinical Sciences Building, College Plaza, Heritage Medical Research Centre, Kaye Edmonton Clinic, Edmonton Clinical Health Academy, Foote Field, Misericordia Hospital, Classroom Building (Augustana), Downtown Campus (Calgary), UofC Calgary Centre (Calgary).	

Next Steps

The development of the GSP aligns with other high level planning activities which are focused on the UA North Campus and the University Hospital (Walter C. Mackenzie, Kaye Edmonton Clinic and other adjacent sites occupied by Alberta Health Services). Due to the linkages between FRM and AHS there is some advantage to confirm a vision for the Faculty so that it is poised to grow accordingly and in support of the health care services that are provided on adjacent sites.

The GSP will ultimately be submitted to the Facilities Development Committee (FDC), a division of the General Faculties Council (GFC), which is responsible for campus planning and facilities. Once approved, the GSP represents the projected space needed by the Faculty to fulfill its proposed mandate. It is therefore used as the basis of space allocation and planning moving forward. It could be used as a founding document to further develop a Business Case and/or a Functional Program for the Faculty of Rehabilitation Medicine.

As part of one of the positive outcomes of this undertaking, FRM will be proceeding with detailed design of the spaces acquired on Level 2 of CSB. As design team has been retained and the work will proceed immediately.

BACKGROUND & PURPOSE OF STUDY

General Space Programs describe and quantify the activities of a particular faculty, department or unit (it can be all of these combined) and the student, staffing and support requirements to properly carry out these activities. University Space Standards are used to develop the overall net assignable space that might be required.

Space Management benchmarks these results against the requirements of other faculties and units on campus as well as against spaces of similar types within our Universities and within Industry to determine that the space requirements are reasonable, fair and a proper utilization of available resources.

The ongoing planning of facilities at the university involves developing General Space Programs, whether for the functional renewal and/or repurposing of existing space, the allocation of space within the university inventory, or the development of new building space. The preparation of a GSP is a collaborative process that is undertaken within the context of assessing the overall needs of the university as outlined in strategic documents such as the Comprehensive Institutional Plan (CIP), Capital Plan and Faculty Academic Plans. A GSP identifies supported requirements and normally includes:

- A description of the scope and activities of the particular faculty, department or unit (it can be all of these combined) as they currently are and how they are envisioned to be over the planning horizon - usually 5 or 10 years.
- A quantification of the number of students, faculty, staffing and supports needed to carry out these functions properly.
- An identification of the current space locations and allocations by type/function and position in the form of a current inventory.
- Forecasts of space needs based on current uses as well as on its 5 or 10 year growth plans, using the Space Manual guidelines to calculate the net assignable space that might be required.

While it is a statement of needs, the GSP is not solution oriented and does not guarantee that all of these needs will be met. The GSP typically identifies space requirements for an entire faculty, department or unit. It may feed into a Functional Program and/or Scope of Work that may address all or only a sub-set of the full GSP.

Depending on scale, the GSP is subject to an approval process that includes sign off by the faculty or department, by Space Management, by Facilities and Operations executive, and ultimately by the Facilities Development Committee (FDC).

The University has given high priority to complete an update of the space requirements for the Faculty of Rehabilitation Medicine. It has been some time since the last space program developed for this Faculty. The outcome of this planning exercise is to provide the University with a clear understanding of the Faculty's long-term space requirements and thereby assist the University's long range planning goals.

HFKS Architects Inc. has been retained to work with the Faculty of Rehabilitation Medicine to prepare a General Space Program. The following document captures the summary of discussions and outlines the specific space requirements.

METHODOLOGY

Between November 2015 and February 2016, this study was undertaken using the following methodology:

- Existing documents were provided to the consultant team and used to provide background information. This included:
  - CAFM drawings and an existing space inventory list, from 2015.
  - Additional drawings were accessed through the University's UIRAP.
- The consultant team was toured through the buildings at the beginning of the project.
- The Faculty provided a list of current staff.
- A comprehensive list of research initiatives/programs was provided by the User Groups, using a template developed by the consultant team. This list provides information on the research theme, key lead, current lab location, support resources required, list of equipment, number of team members, services required, etc. The results of this data is outlined in Section 3 and the full table is presented in Appendix D.
- The consultant team led three rounds of User Group meetings. Prior to the first meeting, an agenda and description of methodology was circulated so that the Groups could prepare themselves with required information and responses. Meeting notes were prepared and circulated following each meeting.
  - The first round of meetings focused on developing an understanding of the definition of each User Group (i.e. responsibilities, scope of services, etc.), confirming the current and future staffing and discussing the future growth requirements within the planning horizon.
  - The second round of meetings confirmed the information that was collected and documented at the first meeting but focus shifted to discuss impact to space and improved functional adjacencies.
  - The third round of meetings was held only with the three Departments and focused on confirming student/program projections and the result space implications.
- Two additional User Group meetings were held to further discuss the future growth and development of Research Labs and Clinics. A cross section of Faculty was assembled for each meeting so that many views could be represented, providing a comprehensive level of visioning.
- In late 2016, a draft submission of the GSP was circulated among Department Chairs and the Administrative Group and comments received were incorporated into the final document.
- During the summer of 2017 there was another round of revisions due in part of staff changes and an opportunity to acquire additional space in the Clinic Sciences Building.

FORMAT AND TERMINOLOGY

For purposes of space planning and programming, the following widely accepted definitions of building space are frequently used:

Net Assignable Square Metres (NASM) - is the floor area of space assigned to a specific use/function, measured to the inside face of walls, i.e. the internal size of a room/space. NASM are used to identify and tabulate the detailed space requirements in General Space Programs and Functional Programs.

Component Gross Square Metres (CGSM) - differs from NASM in that it includes internal circulation, i.e. it represents the 'footprint' of an occupant's space.

Non-Assignable Areas - are building areas unavailable for assignment to an occupant, but necessary for the general support of a building. There are four categories of Non-Assignable Area: Building Service/Custodial Area, Mechanical Area, General Circulation Area, and Residual/Structural Area.

Gross Square Metres (GSM) - is the total of all Assignable and Non-Assignable areas. GSM calculations tend to be most useful for the purposes of planning, capital funding and construction.

Non-Supported Space - is university space normally out-of-scope for government funding grants and utilization reporting. It includes various types of ancillary space such as cost-recovery/revenue-generating functions, residences, parkades and leased space. Selected portions of a building may be classified as non-supported space.

PROJECT OVERVIEW

The following list of User Groups were interviewed as part of the data collection for this study:

- Department of Communication Sciences and Disorders (CSD)
- Department of Occupational Therapy (OT)
- Department of Physical Therapy (PT)
- Faculty of Rehabilitation Medicine (FRM) Administration
- Alberta Centre on Aging (ACA)
- Glen Sather Sports Medicine Clinic (GSSMC)
- Institute for Stuttering Treatment & Research (ISTAR)
- Rehabilitation Research Centre (RRC)
- Institute for Reconstructive Sciences in Medicine (iRSM)

STUDENT PROJECTION

For the purpose of this study within the five year planning horizon, it is not anticipated that there will be any growth of students enrolling in the entry to practice MSc programs. It is anticipated that there will be more substantial growth in the number of students enrolling in the Rehabilitation Sciences (MSc and PhD) Graduate programs, Post-Professional Masters, by as much as 55%.

The following table illustrates the anticipated growth, by program. The figures represent the number of students that entered the program during that academic year. Most of the Master's level programs are 24-28 months in duration. This data was provided by the Office of the Dean.

Table 1: Student Projections by Program [1]							
Program	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2021-22**	**Remarks**
Masters Programs [2]							
MSc Occupational Therapy (OT)							
North Campus	101	90	90	98	99	100	15 seats in Edmonton are for Saskatchewan students
Calgary Campus	0	12	15	22	26	20	
MSc OT (post-professional)							
North Campus	2	8	8	8	4	0	
Calgary Campus	0	0	0	0	0	0	
MSc Physical Therapy (PT)							
North Campus	82	80	83	80	80	79	
Calgary Campus		18	19	18	18	14	
Augustana Campus	12	12	12	12	12	12	
MSc Speech-Language Pathology (SLP)	53	52	54	52	50	56	course based option
MSc Speech-Language Pathology (SLP)	4	5	4	5	8	incl. above	thesis based option (students apply to course based on entry)
MSc Audiology	-	-	-	-	0	12	pending approval
Subtotal, Masters Programs	**254**	**277**	**285**	**295**	**297**	**293**	
Graduate Programs [3]							
Combined MSc/PhD (SLP)	0	0	0	0	0	**3**	
Combined MSc/PhD (PT)	-	-	-	-	-	**2**	future consideration
MSc Rehabilitation Science	20	22	22	21	29	**40**	
Specialism in Surgical Design and Simulation	1	0	1	1	0	**2**	in collaboration with iRSM & Dep't of Art & Design, Faculty of Arts
PhD in Rehabilitation Science	34	36	38	36	36	**50**	
Doctor of Audiology (AuD)	-	-	-	-	-	**4**	future consideration
Subtotal, Graduate Programs	**55**	**58**	**61**	**58**	**65**	**101**	
TOTAL	**309**	**335**	**346**	**353**	**362**	**394**	
Certificate Programs							
Canadian Physical Therapy Practice Program	-	-	16	15	21	**24**	formerly AIEPB
Certificate in Francophone Practice for Speech-Language Pathologists	8	4	5	5	3	**5**	blended
Certificate in Pain Manangement	5	19	38	54	48	**60**	online
Certificate in Stroke Rehabilitation	9	7	18	0	32	**45**	online
Certificate in Sexual Health	-	-	-	-	-	**30**	in development
Subtotal, Certificate Programs	**22**	**30**	**77**	**74**	**104**	**164**	
Prerequisite Programs (PT) [4]							online courses offered to meet the prerequisite requirements for admission to the MScPT program
Rehab 350	77	65	115	-	-	0	replaced by PTHER350 in 2014
Human Anatomy	-	-	-	88	125	100	PTHER 350
Human Movement for Rehab	-	-	-	-	58	100	PTHER 351
Intro Stats for Health Care	-	-	-	-	12	35	PTHER 352
Physiology	-	-	-	-	-	30	future consideration
MOOC							
Hybrind Anatomy Course (SDS)							
Subtotal, Prerequisite Programs (PT)	**77**	**65**	**115**	**88**	**195**	**265**	
Notes:							
1. The information above was provided by the Office of the Dean, Faculty of Rehabilitation Medicine							
2. Masters Programs in this section are considered the entry level program or first-professional; prerequisite is required.							
3. Masters Progams in this section are considered a graduate level progam or post-professional.							
4. Some prerequisite program numbers may combine more than one term (including spring/summer session) in a calendar year.							

Quotas

The Faculty of Rehabilitation Medicine's professional programs – MScOT, MScPT, MScSLP – are all quota programs with annual target enrollments. The GFC Manual describes board approved entrance quotas as follows: *Due to the nature of the placements required and/or agreements with Provincial Health Authorities, the Health Sciences Faculties have specific entrance quotas in addition to their Faculty targets within the overall University enrolment management. (GFC Manual 50.7)* As such, funding for rehabilitation programs evolves from discussions with government health and education ministries regarding projections for population demographics, population health, and health professions work force statistics. Operationally, due to recently approved enrollment expansion and additional government funding, the satellite sites have specific quotas for enrollment within the professional programs' overall targets.

Program	Quota	Edmonton	Calgary	Camrose
MScSLP	56 seats	56 seats	-	-
MScOT	120 seats	100 seats (15 Sask.)	20 seats	-
MScPT	105 seats	79 seats	14 seats	12 seats

Table 2A: Number of Professionals by Region (OT & PT)

Province	Population, 2014	Number of Professionals per Region [1]				Remarks
		OT		PT		
Alberta	**4,120,900**	**1,947**	**47**	**2,477**	**60**	
British Columbia	4,638,400	2,025	44	3,288	71	
Saskatchewan	1,122,300	341	30	680	61	
Manitoba	1,280,200	635	50	689	54	
Ontario	13,677,700	5,226	38	7,815	57	
Quebec	8,214,900	4,711	57	4,464	54	
New Brunswick	754,600	329	44	493	65	
Nova Scotia	942,400	481	51	639	68	
PEI	146,200	51	35	-	-	
Newfoundland	529,100	192	36	259	49	includes Labrador
Yukon	37,000	-	-	38	103	
Northwest Territories	44,000	39	33	-	-	OT includes all Territories
Nunavut	36,100	-	-	-	-	
Total	**35,543,800**	**15,977**	**45**	**20,842**	**59**	

Sources:

Statistics Canada, July 1, 2014

Health Workforce Database, 2014 from CIHI (Canadian Institute for Health Information)

Notes:

1. Under each discipline, the column on the left represents the actual number of professionals; the column on the right represents the number of professionals per 100,000 population.

Table 2B: Number of Professionals by Region (SLP & Audiology)						
Province	**Population, 2013**	**Number of Professionals per Region [1]**				**Remarks**
		SLP		**Audiology**		
Alberta	**4,007,700**	**1,303**	**33**	**161**	**4**	
British Columbia	4,582,600	1,064	23	259	6	
Saskatchewan	1,106,100	320	29	35	3	
Manitoba	1,265,300	376	30	63	5	
Ontario	13,551,000	3,014	22	657	5	
Quebec	8,154,800	2,234	27	401	5	
New Brunswick	755,700	221	29	70	9	
Nova Scotia	943,000	233	25	72	8	
PEI	145,400	39	27	7	5	
Newfoundland	528,000	141	27	30	6	includes Labrador
Yukon	36,400	-	-	-	-	
Northwest Territories [1]	43,900	28	24	4	9	see note 2 below
Nunavut	35,400	-	-	-	-	
Total	**35,155,300**	**8,973**	**26**	**1,759**	**5**	
Sources:						
Statistics Canada, July 1, 2013						
Canada's Health Care Providers: Provinical Profile, 2013 from CIHI (Canadian Institute for Health Information)						
Notes:						
1. Under each discipline, the column on the left represents the actual number of professionals; the column on the right represents the number of professionals per 100,000 population.						
2. For Territories, estimated number of professionals calculated by subtracting number from all ten provinces of Canadian total.						

Table 3: Canadian Institution Student Admissions to Professional Programs						
Province	**University**	**Program Admissions**				**Remarks**
		MScOT	**MScPT**	**MScSLP**	**Audiology**	
Alberta	**University of Alberta**	**120**	**110**	**56**	**-**	aw aiting approval for Audiology
British Columbia	University of British Columbia	48	80	30	12	SLP increasing to 36 in 2016
Saskatchewan	University of Saskatchewan	-	40	-	-	
Manitoba	University of Manitoba	50	50	-	-	
Ontario	Western University	57	55	33	19	SLP increasing to 36 in 2016
	McMaster University	65	70	-	-	SLP program approved
	University of Toronto	89	85	50	-	
	Queen's University	74	73	25	-	
	University of Ottawa	36	36	66	10	French SLP/ Audiology
	Laurentian University	-	-	10	-	French SLP
Quebec	Université de Montreal	120	115	-	19	French SLP/ Audiology
	McGill University	75	61	28	-	
	Université de Sherbrooke	55	42	-	-	
	Université Laval	95	100	50	-	French SLP
	Université du Quebec à Trois-Rivières	34	-	20	-	French SLP
Nova Scotia	Dalhousie University	66	57	25	13	
Total, Students at Canadian Institutions		**984**	**974**	**393**	**73**	
Sources:						
OT information: Association of Canadian Occupational Therapy University Programs (ACOTUP), December 2015						
PT information: June 2015 reports						
SLP information: May 2015 report from Canadian Council of University Programs in Communication Sciences & Disorders (CCUP-CSD)						

STAFFING SUMMARY

Baseline current staff full time equivalents (FTEs) were provided by each of the functional component groups. This information was based on the current fiscal year staff FTEs.

Preliminary staff projections to 2022 were prepared for space planning purposes. In order to manage the projected workload to 2021/22, overall staff projections indicate approximately a 10% increase in staff. In addition, a more detailed assessment indicates projected growth of academic staff to be 17% and support staff 4%. The tables below illustrates the summary of staffing by component.

Table 4: Staff Projections

User Group	Current		Future		Total Projected 2021/22	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
Communication Sciences & Disorders	28.25	39	9.00	9	37.25	48
Occupational Therapy	34.00	40	1.50	2	35.50	42
Physical Therapy	54.00	58	2.00	2	56.00	60
Alberta Centre on Aging	0.00	0	1.50	2	1.50	2
Glen Sather Sports Medicine Clinic	20.40	65	0.00	0	20.40	65
Institute for Stuttering Treatment & Research	10.60	12	0.00	0	10.60	12
Institute for Reconstructive Sciences in Medicine	6.25	8	6.00	6	12.25	14
Rehabilitation Research Centre	1.70	8	0.00	0	1.70	8
Office of the Dean	26.60	28	3.50	4	30.10	32
TOTAL	**181.80**	**258**	**23.50**	**25**	**205.30**	**283**

Table 4a: Staff Projections - Academic and Support Staff Growth

User Group	Current Headcount		Future Headcount		Total Projected 2021/22	
	Academic	Support	Academic	Support	Academic	Support
Communication Sciences & Disorders	24	14	8	1	32	15
Occupational Therapy	30	10	1	1	31	11
Physical Therapy	28	30	2	0	30	30
Alberta Centre on Aging	0	0	1	1	1	1
Glen Sather Sports Medicine Clinic[1]	5	21	0	0	5	21
Institute for Stuttering Treatment & Research	9	3	0	0	9	3
Institute for Reconstructive Sciences in Medicine	8	0	6	0	14	0
Rehabilitation Research Centre	1	7	0	0	1	7
Office of the Dean	16	13	3	1	19	14
TOTAL	**121**	**98**	**21**	**4**	**142**	**102**

Notes:
1. There are clinicians (currently 39) who are not Faculty, but hold service contracts; captured as neither academic or support, but acknowledged in the staff count in Table 4 for the purposes of capturing space.

OVERVIEW - FACULTY OF REHABILITATION MEDICINE

History

The Faculty of Rehabilitation Medicine began as a training program for physical therapists. In 1954, 18 students enrolled in a 20-month diploma established in response to the large number of young people who contracted polio in the 1950's before the Salk vaccine was developed. Programs in occupational therapy and speech-language pathology were introduced later, in 1960 and 1969 respectively. In 1964, it became the School of Rehabilitation Medicine and in March 1976, the School was granted Faculty status. In 1969, the first degree was offered: a Bachelor of Physical Therapy. It became the first institution in Canada to offer a graduate degree in physical therapy (MSc PT) in 1979. The professional entry physical therapy program transitioned from a bachelor's degree to a master's level in 2003. Communications Sciences and Disorders (formerly known as Speech Pathology and Audiology) last BSc SLP class convocated in 1993 and most occupational therapy BSc OT students graduated by 2008.

There are three Departments within the Faculty:

- Communication Sciences and Disorders
- Occupational Therapy
- Physical Therapy

There are five Institutes and Centres within the Faculty:

- Institute for Stuttering Treatment and Research (ISTAR)
- Institute for Reconstructive Sciences in Medicine (iRSM)
- Glen Sather Sports Medicine Clinic
- Alberta Centre on Aging
- Rehabilitation Research Centre

Current Education Overview

Masters Programs

Over the next five years, the number of students in the entry level programs is not expected to increase. However, since the Faculty is responsible for educating new health care professionals, they are obligated to meet the enrollment expectations as set forth by the Government of Alberta's (GOA) Ministry of Advanced Education. The enrollment is determined and funded by GOA and maintained by the Faculty.

The University of Alberta is the sole institution in Alberta offering entry-level programs in occupational therapy (MScOT) and physical therapy (MScPT). In 2009, UA began developing a pilot project to address the manpower shortage in physical therapists, particularly for Calgary and rural areas of Alberta. Instead of building enormously costly new programs from the ground, a Campus Alberta approach was embraced. Working cooperatively with other academic institutions (i.e., Augustana and the University of Calgary) to provide cost effective education, a distributed education model was adopted wherein videoconferencing technology is combined with local staff to deliver quality education at multiple locations at a per student cost which is comparable to that in Edmonton. The FRM initially launched this innovative, blended instructional delivery model in 2010 in Camrose (UA's Augustana Campus) to address the need for rural physical therapists. Two years later a pilot program was launched in Calgary to address the need for

physical therapists in Calgary and southern Alberta. A pilot MScOT program was also launched in Calgary to address a similar shortage of occupational therapists in Calgary and southern Alberta. These various satellites have helped address workforce issues in Calgary, southern and rural Alberta, as well as addressing student accessibility to education and expand UA programming without impacting already strained physical resources on the North Campus.

Graduate Programs
There is a goal to increase the number of graduate students enrolled in both the MSc (thesis based) and PhD in rehabilitation science programs. There are a number of fields of specialization available, including:

- Occupational Therapy
- Physical Therapy
- Speech Language Pathology
- Audiology
- Aging
- Surgical Design and Simulation

Certificate Programs
There are a number of professional education programs offered for trained and working clinicians. There are currently four online certificate programs offered in the following areas:

- Certificate in Francophone Practice for Speech-Language Pathologists
- Certificate in Pain Management
- Certificate in Stroke Rehabilitation
- Certificate in Sexual Health

There are also a number of full day workshops and one hour recorded webcasts offered through the Faculty's Professional Development program.

Current Research

The Faculty produces world class research in rehabilitation medicine. Researchers work collaboratively in a variety of vibrant research initiatives ranging from discoveries in basic science to translation into clinical practice. Research in the Faculty impacts health, education and policy sectors.

Some research is conducted in a traditional science based laboratory (wet lab) but the majority would be considered dry lab research and more practically, clinical based research, whereby patients are interviewed or observed as part of the data collection. Some of this research work is conducted though the Clinics mentioned in the following section.

There has been great effort by the Faculty to increase the research component of the Departments, with recruitment of new Faculty with various research interests. The Institutes and Centres all have mandates that require research to be a key part of their organizational structure.

Current Clinical Service

There are a number of clinics within the Faculty that support student education by providing the students with supervised, hands-on training with actual patients. Each clinic provides a certain number of spots for students during their clinical placements within their respective programs.

OFFICE OF THE DEAN

This component provides the core administration services in order to run the operations of the Faculty of Rehabilitation Medicine (FRM). The administrative functions of the FRM include:

- Administrative support staff
- Alumni Office (new)
- Continuing Professional Education
- Finance
- Fund Development
- Human Resources (new)
- Marketing & Communications
- Rehabilitation Medicine Technology Group (RMTG)
- Research support staff

Administration also maintains the assignment of space within the Faculty. This includes meeting room bookings, classrooms (not held by the Office of the Registrar or Information Services and Technology - IST), offices/workstations for Professor Emeritus, document file storage and the Faculty Event Centre (room 2-44 in Corbett Hall).

Admissions and recruitment is addressed by each of the Departments.

Certificate in Bridging to Canadian Physical Therapy Practice
The University of Alberta Department of Physical Therapy and Physiotherapy Alberta were sponsoring partners of this pilot program. The program has been revised since the pilot and is being offered through the FRM Continuing Professional Education. Academic course work designed purposely for Internationally Educated Physiotherapists (IEPTs) supports the development of the additional knowledge, skills and clinical reasoning required to meet Canadian entry-to-practice standards. Cultural and workplace orientation is provided through mentorship and clinical placement to help integration into the workplace.

Courses are delivered using a blended format of on-line and face-to-face learning. The delivery format supports adult learners to manage the majority of their study time at the time of day that best fits their needs.

Current Research

The following is a list of the current research labs that are active and supported by FRM and not specific to a Department (more detailed information on each lab is contained in Appendix D):

Spinal Cord Research
This laboratory examines the spontaneous changes that occur in neurons below a spinal cord injury, with the objective of trying to understand and enhance recovery of motor function after spinal cord injury. Using animal models of spinal cord injury, his group examines changes in channels and receptors in neurons that control muscles below the injury, and examines pharmacological methods to compensate for loss of injured neurons and connections. The results are directly applicable to promoting recovery of locomotor function and treatment of unwanted spasticity in humans after spinal cord injury.

Blast Induced Traumatic Brain Injury / Resilience Enhancement
These research directions address the most pressing health problems in Canadian Armed Forces (CAF). Currently, the CAF incorporate 64,000 Regular Force and 26,000 Reserve members, whereas the Veterans' population is estimated to approximately 620,000. Of the total active service and veteran population, an estimated 10-30% of the members have already developed or will develop mental health impairments (such as post-traumatic stress disorder / PTSD or major depressive disorder) due to operational stress, or will suffer from blast-induced traumatic brain injury (TBI). These types of injuries have historically proven difficult to detect and treat, and their diagnosis often come with negative social stigmas.

Bionic Limbs for Improved Natural Control (BLINC)
Targeted re-innervation for upper limb amputation; Sensory feedback systems for myoelectric prostheses; The Myoelectric Training Tool: a clinical and research platform; The Bento Arm; Outcome metrics for upper limb prosthetic performance; Computer Assisted Rehabilitation Environment for performance assessment.

Assistive Technology Lab
Study of the role of assistive technologies in cognitive and language development in children who have severe physical impairments. The current research program focuses on the control of robotic arm systems for play and education tasks. Activities: Experimental sessions with participants, team meetings, data storage, management and analysis, assistive technology teaching tools storage. Report writing, research meetings, small group meetings with students, tours to the community.

Spinal Cord Injury
Promoting functional recovery after spinal cord injuries by increasing the regenerative and plastic capabilities of the central nervous system.

Rehabilitation Research Centre
Providing consulting services related to research in rehabilitation science.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS (CSD)

The role of the Speech-Language Pathologist (SLP) is to identify, assess, evaluate, treat, manage, educate and help to prevent language, speech, voice, fluency, cognitive, and other related communication disorders, as well as swallowing problems. Speech-Language Pathologists may work alone or as part of a team to help individuals of all ages to communicate effectively and to eat and swallow safely. Referrals to a speech-language pathologist are made by doctors or other health care workers, public health nurses, infant development specialists, teachers, family members or others that are involved in the care of the individual. Self-referrals are also made.

The Department of Communication Sciences and Disorders prepares future leaders in the profession of speech-language pathology. MSc-SLP graduates have the requisite knowledge, experience, skills, and values to meet the complex and dynamic challenges of addressing speech, language, communication and swallowing needs in a multicultural society across the lifespan in a variety of healthcare and educational settings. With a commitment to academic excellence, innovative models of clinical

training, interdisciplinary education and research experiences for students, academic programs are integrated with clinical education to prepare students to work and thrive in a constantly evolving profession.

Students acquire content expertise and are immersed in foundational principles such as client-centered and evidence-based practice. Using a competency-based approach students are systematically provided with a variety of opportunities to develop their skills as collaborators, communicators, advocates, leaders, and scholars. Graduates are prepared to maintain high professional standards, engage in ethical practice and respond to the ever-changing needs of society.

Instructors use a variety of teaching techniques to scaffold student learning and address the diverse needs of learners, including conventional lectures, problem-based case studies that integrate learning across courses, practical application of assessment and treatment technologies, and active and contemporary learning strategies. It is a teaching mission to create a community of learners who value diversity, life-long learning and promote a culture of collaboration and respect for others.

Current Education Overview

The following academic programs are offered in Speech Language Pathology:

Master of Science in Speech Language Pathology (MSc SLP) - Course-Based Option:

The course-based master's program of training in the Department of Communication Sciences and Disorders (formerly known as the Department of Speech Pathology and Audiology) commenced in the fall 1992-93 academic year. It is designed to develop competencies in the prevention, evaluation, treatment and management of articulation, language, fluency, voice and resonance disorders as well as in the fundamental practices of audiology, which is concerned with the identification, assessment, and rehabilitation of individuals with hearing disorders. However, this program does not qualify students to work as audiologists. The program is designed to provide students with the academic and clinical education required for SLP certification by provincial and national professional associations. Graduates from the program will be expected to demonstrate knowledge of learning principles; normal processes of speech, hearing and language; factors and conditions which cause and perpetuate disorders of speech, hearing, and language; and theoretical and methodological issues in the rehabilitation of communicative disorders in children and adults.

The course-based option is a 2-year continuous program with a break in August between Year 1 and Year 2. There are both day and evening courses scheduled in Year 1 and first term of Year 2. The program integrates academic and clinical skills needed for practice in speech-language pathology. It involves a required course of study (51.5 credits), a minimum of 350 hours of clinical experience and a major scholarly project. The degree typically takes two years to complete. The first year goes from September to July and the second year goes from September to August.

Students taking the course-based option will normally complete coursework during the two terms of the regular academic session in the first year and the first term of the second year. The University residency requirements will be satisfied by two, four-month terms of full-time attendance during the regular session at the University of Alberta. Students are required to take courses and introductory practicum on-site during the first intersession of the first year, May to July. They will take advanced practicum placements from January to August of the second year.

Master of Science in Speech Language Pathology (MSc SLP) - Thesis-Based Option:
During the first term of study, students in the MSc SLP program may choose the option of completing a thesis. Students taking the thesis option will complete the same coursework as students in the course-based option, with the exception of CSD 900, the course associated with the research project. Instead of enrolling in CSD 900, students will enroll in Thesis research (THES 906).

Thesis students also will take at least one credit of additional coursework in research methods and statistics. Any further coursework will be based on individual student needs and will be determined at the discretion of the supervisor and the thesis committee members. The student will propose and conduct original research that will be the basis for the thesis. FGSR regulations pertaining to master's theses, including supervisory committees and deadlines, will apply to these students.

Combined MSc / PhD Program:
The combined MSc/PhD program allows a select group of highly motivated students to complete the MSc in speech-language pathology and the PhD in rehabilitation sciences within a single integrated program of study. Students may indicate their interest in the combined program at the time they apply to the MSc-SLP program, or during the first semester of the MSc-SLP program. Students in the combined program will complete all of the academic coursework and clinical placements for the MSc-SLP program, as well as all of the coursework and research requirements for the PhD-RS program. Rather than completing the two degree programs sequentially, coursework, clinical placements, and research requirements will be integrated into a single 5-yr plan of study. Graduates will be eligible to apply for registration to practice as a speech-language pathologist and will also be prepared for entry level academic and research careers.

Current Research The following is a list of the current research labs that are active in CSD (more detailed information on each lab is contained in Appendix D):

Aphasia Research Lab
Behavioural and neural mechanisms underlying cognitive and language processing in adults with acquired language disorders.

Eye-Tracking and Behavioural Testing Suite
Research conducted in this small space using the eye-tracking methodology includes studies investigating reading and processing in

adults with and without acquired neurological injuries, reading and language production in children.

Developmental Pragmatics Lab
Developmental social communication disabilities in children and adults.

Language Development and Disorders Lab
Language development in children with typical language development and those with language learning impairments, preschool through early school years. One line of research examines children's language processing; another examines methods used to assess and diagnose language impairments with a focus on sensitivity of measures at kindergarten.

Children's Speech Research Lab
Basic research on neuromuscular control of speech in children and adults; applied research on treatment outcomes in children with motor speech disorders secondary to cerebral palsy.

Speech Analysis Research Lab
Speech acoustic analysis and perception studies related to data collected in Children's Speech Research Lab.

Adult Neuro Lab
Resilience in adults with neurological disorders; scholarship of teaching and learning; inter-professional collaboration.

Child Phonology Lab
Phonetic and phonological development children with and without speech sound disorders; longitudinal studies of speech-language development in children adopted internationally.

Cognitive Neuroscience of Reading and Speech Production Lab
Basic research in reading and speech production in adults with and without reading disabilities.

Brain Imaging of Reading and Speech Production Lab
Basic research in reading and speech production in adults with and without reading and/or speech production disabilities.

Discourse Analysis Lab
Research focused on language use in context, such as narratives. Extension of the Edmonton Narrative Norms Instrument (ENNI) to other languages and tow written language; contribution of discourse measures to prediction or reading comprehension scores, etc.

Audiology Lab
Verification and prescription of bone conduction amplification.

Swallowing Research Lab
Development and evaluation of mobile swallowing device - Mobili-T project.

Adult Communication & Swallowing Lab

Conduct research on treatments for communication and swallowing disorders associated with neurological conditions.

Aural Rehabilitation Lab
Aural rehabilitation - speech production by individuals with hearing loss.

Sound Suites
Speech production & perception, audiology.

Adult Language & Cognition Lab
The lab is used for student work space, data collection with study participants, and research meetings; archive data and use the space for storage of ethics documentation.

Neuro-Pulmonary Rehabilitation Lab
The lab is used for data collection and analysis for an ongoing AHS quality assurance grant and two related ALS research projects.

Current Clinical Service There are a number of clinics within the Faculty that support student education by providing the students with supervised, hands-on training with actual patients. Each clinic provides a certain number of spots for students during their clinical placements within their respective programs. The following is a brief description of each clinic:

Corbett Hall Early Education Program (CHEEP)
The Corbett Hall Early Education Program (CHEEP) provides preschool programming to children, aged two and a half to five years, diagnosed with developmental delays. Typically developing children (called community children) are included in the classroom in a reverse integration model. Community children provide peer modelling and benefit from exposure to a language rich preschool setting with a high adult-child ratio.

The funding to operate CHEEP is provided through specialized funding (Program Unit Funds) from Alberta Education. Programming is designed and implemented by a team of education/intervention specialists to support children in expanding and developing their skills/abilities across developmental areas (communication, motor skills, sensory processing, social skills, self-help skills, cognition and problem-solving).

Corbett Hall Speech-Language Pathology Clinic (Corbett Clinic)
The Corbett Clinic is operated within the Faculty of Rehabilitation Medicine. Students in the Master of Speech-Language Pathology program provide assessment and treatment for clients of all ages under the supervision of staff in the Department of Speech Pathology and Audiology.

Collaborative treatment and learning teams are used within Corbett Clinic. In the introductory placements, clients are served by a treatment team which includes the client/family, two direct student clinicians, two consulting student clinicians and a clinical supervisor. Treatment teams are presented with clinical problems and use a team method to solve them. This results in both clinical and interpersonal development for the students and produces outstanding client service.

DEPARTMENT OF OCCUPATIONAL THERAPY

Occupational therapists (OTs) help people get back to meaningful everyday activities. They work with people of all ages who have experienced an illness affecting physical or mental health, an injury, or a disability starting early in life. They work with families, communities and organizations to enable people to live life to the fullest. OTs can help children with disabilities participate fully in school, play and social situations. They also provide supportive strategies for older adults experiencing physical and cognitive changes. OTs use activities to help people manage or overcome physical, cognitive or mental health impairments. They work in close partnership with clients to access performance capabilities, comprehensively evaluate home and job sites, make adaptive equipment recommendations, and offer guidance to family members and caregivers. OTs help create environments in which people can participate meaningfully in their daily occupations. They may modify the environment, redesign the activity and/or enhance one's skills and abilities.

An Occupational Therapist can:

- Assess and intervene to support a person's cognitive, perceptual, motor, and psychosocial functioning no matter their age or ability
- Deliver rehabilitation programs in the community where people live, work and study
- Support individuals with mental health challenges to engage in normal activities and healthy relationships
- Assist persons with chronic diseases to self-manage their challenges
- Identify how body systems control a person's movements when one is healthy or ill
- Address the impact of disability on a person's sexuality
- Discover important societal factors that alter health and what individuals do
- Match technology to the needs of the individual
- Evaluate workplaces to identify any modifications needed for specific workers

Current Education Overview

The following academic programs are offered in Occupational Therapy:

Master of Science in Occupational Therapy (MSc OT):
This master's program prepares students for a career in occupational therapy. Occupational therapists (OTs) help people get back to meaningful everyday activities. They work with people of all ages who have experienced an illness affecting physical or mental health, an injury, or a disability.

The University of Alberta MSc OT program is designed to address practice and theoretical issues within a broad range of settings. It is a year-round, full-time program and can be completed within 26 months of study in either Edmonton or Calgary.

Master of Science in Occupational Therapy (MSc OT) – Post-professional:
This program is for students entering with an undergraduate degree in occupational therapy that is recognized by the World Federation of

Occupational Therapists (WFOT). In addition to the capping exercise, consisting of an OCCTH 900 (*6) requirements will normally consist of graduate courses equivalent to at least *15 credits and one (*3) credit elective. Students choosing instead to complete a thesis with a formal defense as a capping exercise must complete a minimum of all of the academic requirements outlined above plus a *3 credit course in research methods. Additional course work in research design, statistics or specialized content may be recommended by the thesis supervisor and thesis committee.

Current Research The following is a list of the current research labs that are active in OT (more detailed information on each lab is contained in Appendix D):

Sensory Motor Research Lab
Understanding aspects of the neural control of balance during walking that are affected by injury or disease, with the hopes that this will then guide the development of effective therapeutic interventions or assistive devices to promote independent, functional locomotion for those affected.

Psychosocial and Education Lab (PERL)
Educational research in health science programs including assessment and evaluation at both student and program levels. Literature reviews, data storage and management, data collection, including interviews and/or focus groups, primary and secondary data analysis, manuscript writing.

Bariatric Care & Rehabilitation Research Lab
A multidisciplinary research collaboration focused on improving the care and rehabilitation outcomes of patients with obesity.

Supporting Kids and Inclusion Participation Lab (SKIP)
Literature reviews, data storage and management, data collection, data analysis, participant interviews (children, parents, families, caregivers, supports), intervention development and training, report writing

Sexuality and Disability Research
Data collection, analysis, participant interviews and training in intervention, report writing.

Musicians' Health and Work Disability Prevention
Literature reviews; data collection and analysis - includes musical sound production and physical measurement, projection of data onto a screen for participant feedback; participant interviews and intervention training; data storage and retrieval; report writing.

Cognitive Rehabilitation and Neuroimaging
Data collection (behavioral data), fMRI paradigm production and data analysis, neuropsychological testing (patients and healthy adults), ERP data analysis, reaction time measurement.

Curriculum Evaluation
Literature reviews and support for data entry and analysis on curriculum courses: coding entries, data storage and retrieval, graphing content for presentations.

Program Evaluation
Annotation of supporting literature Curriculum development, 903 reviews and other class feedback session, prepare classroom sessions on disability.

Sleep, Pain, Knowledge Translation, Education
Data collection, analysis, participant interviews and training in intervention and report writing.

Animal Research Laboratory
Shared animal facility used for acute decerebration experiments. Involves surgery, data recording and analysis.

Social Justice in First Nations Health
Data collection and analysis.

Aging & Technology
Aging and technology research which is affiliated with Smart Condo™ in ECHA.

Smart Condo™ (ECHA)
The condo is used to simulate home visits allowing healthcare professionals to increase their understanding of assisted living devices (e.g. wheelchairs, walkers) and to practice working respectfully within their patients' private and personal space. The integration of intelligent technology also provides opportunities to learn how to communicate and collaborate with patients living in 'intelligent' homes. The condo provides opportunities for research around the use of applied universal design principles; users apply knowledge of occupational performance, functional design and human factors (i.e., physical, cognitive and sensory) to design for aging, or mobility impaired populations with a focus on wellness.

Bariatric Suite in Discovery Mall (ECHA)
For bariatric simulations, this room provides opportunities for participants to learn in a space designed to accommodate this population. The inclusion of an overhead patient lift allows participants to practice lifting a patient in a safe environment rather than attempting this skill for the first time in a clinical setting. A three-piece bariatric washroom continues the learning experience.

Current Clinical Service

There are a number of clinics within the Faculty that support student education by providing the students with supervised, hands-on training with actual patients. Each clinic provides a certain number of spots for students during their clinical placements within their respective programs. The following is a brief description of each clinic:

Occupational Performance Analysis Unit (OPAU)
Occupational therapy students at the Faculty of Rehabilitation Medicine utilize the OPAU lab to learn how to administer and interpret common work evaluation instruments. OPAU also makes its professional expertise, library, equipment and clinical data available to students who are pursuing projects or research in the areas of functional evaluation,

disability management, First Nations health, Fetal Alcohol Spectrum Disorder, and rehabilitation of Canadian Forces Veterans.

DEPARTMENT OF PHYSICAL THERAPY

Physical therapists (or physiotherapists) keep people of all ages moving and active in their daily lives. Every year physical therapists assist thousands of Canadians of all ages, from babies to the elderly, in preventing and managing the effects of congenital diseases, illness, chronic diseases, neurological conditions, accidents and the stresses and strains of everyday life.

Current Education Overview

The following academic programs are offered in Physical Therapy:

Master of Science in Physical Therapy (MSc PT):
The Masters of Science in Physical Therapy (MSc PT) program at the University of Alberta is one of 14 physical therapy programs in Canada (10 English, 4 French). It is an accredited, graduate, professional, entry-level physical therapy (PT) program, and is one of the largest in Canada with approximately 110 students admitted per year. It is a year-round, full-time program and can be completed within 30 months of study. All Canadian entry-level PT programs graduate physiotherapy generalists and are not programs of specialization. National entry-level competencies must be acquired in all practice areas (musculoskeletal, cardiorespiratory, neurology, oncology, pediatrics, etc.) by the end of the program.

This program is offered in Edmonton, Calgary and Camrose (Augustana Campus).

Current Research

The following is a list of the current research labs that are active in PT (more detailed information on each lab is contained in Appendix D):

Spinal Cord Injury Research
Promoting functional recovery after spinal cord injuries by increasing the regenerative and plastic capabilities of the central nervous system.

Cancer/Exercise
Impairment-based cancer rehabilitation and therapeutic exercise.

Clinical Exercise Physiology Lab
Examine the role of exercise in the rehabilitation of cardiac, pulmonary, metabolic and cancer patients.

Epidemiology
Patient health outcomes and health-related quality of life in chronic musculoskeletal conditions common in elderly patient populations.

Rehabilitation Robotics Sandbox
Creating solutions in health care through advanced technologies.

Sports Therapy

Musculoskeletal physical therapy assessment and treatment including functional return to activity, systematic reviews and evidence-based musculoskeletal practice.

Sports Therapy

Primarily in the area of shoulder and upper extremity assessment and rehabilitation, specifically for individuals with instability syndromes and rotator cuff pathology.

NeuroActive

Strategies to maintain or improve health and function in individuals with stroke and Pediatric Research.

Scoliosis

Assessment of the measurement properties of questionnaires and performance measures and the development of prediction rules to identify responders to physical therapy treatments.

Surface Topography and Ultrasound Imaging Scoliosis Lab

Collection of surface topography data, collection of ultrasound imaging of the whole spine, Postural assessments.

Functional Measurement - Musculoskeletal Health

Primary and secondary prevention of chronic musculoskeletal disorders such as low back pain and osteoarthritis.

Clinical for Ambulatory Rehabilitation Research and Education (CARRE), Children's Lab

Used for training young children with cerebral palsy.

Clinical for Ambulatory Rehabilitation Research and Education (CARRE), Spinal Cord Injured Lab

Used for all studies related to spinal cord injury.

Clinical for Ambulatory Rehabilitation Research and Education (CARRE), Calgary

Used for training children with cerebral palsy.

Pain Clinic

Neuropathic pain in knee osteoarthritis and assessment of pain in marginalized populations.

CV/Medical Simulation

Cardiorespiratory physiotherapy, critical care, clinical education, simulation and inter-professional education.

Rural Health (Augustana)

Current research on physical activity in patients with osteoarthritis in partnership with Covenant Health and AHS; discussions underway for

collaboration with other departments in Augustana on a rural health research center and increasing student research involvement.

Motor Control Lab

Used for training children on the treadmill and split-belt experiments in adults and children including the testing of cerebral palsy children.

Current Clinical Service

There are a number of clinics within the Faculty that support student education by providing the students with supervised, hands-on training with actual patients. Each clinic provides a certain number of spots for students during their clinical placements within their respective programs. The following is a brief description of each clinic:

Corbett Hall Student Physical Therapy Clinic

The Corbett Hall Student Physical Therapy Clinic is a non-profit clinic operated within the Department of Physical Therapy. Physical therapy students take primary responsibility for providing assessment or rehabilitation under the supervision of licensed physical therapists. This interdisciplinary clinic may also provide services from students in other disciplines such as physical therapy assistant or pharmacy.

Physician referrals are not required. As student-learning is emphasized, assessment and treatment sessions typically take longer than what patients would experience in a community physical therapy clinic/ambulatory setting. Operating Monday to Friday, each visit has a general service fee of $10.

GLEN SATHER SPORTS MEDICINE CLINIC (GSSMC)

The Glen Sather Clinic, a Clinical Academic Unit within the Faculty of Rehabilitation Medicine, has mandates that align with the three Faculties that have input into its operation – the Faculty of Rehabilitation Medicine (FRM) as the lead Faculty, the Faculty of Physical Education & Recreation (PER), and the Faculty of Medicine & Dentistry (FoMD). The mission of the GSSMC is to:

1. Provide innovative, interdisciplinary, client - centred clinical care in the areas of musculoskeletal disorders including orthopedic care, sports medicine, sports therapy and musculoskeletal rehabilitation.
2. Provide clinical education for the students from the three Faculties including entry level students, residents, fellows, and specialists.
3. Provide research facilities and access to patients for ambulatory musculoskeletal clinical research.

The GSSMC, since its inception, has been a self - supporting enterprise. Revenue is primarily generated through “splits” with clinicians who work in the clinic. (“Splits” means that the funding has come from a monetary split between the clinic and the clinicians in the fee-for-service billings to Alberta Health Services, Alberta Health & Wellness, Insurance companies and private billing). The clinic also receives small amounts of money from the three Faculties and, from time to time, small gifts from donors. This funding model covers a large portion of clinical practice costs and provides small amounts of funding for its education & research mandates. As such, education and research initiatives have relied on the

goodwill of the clinicians, which has limited the development of the clinic into a full clinical academic unit that includes clinical education and ambulatory clinical research that would normally be associated with similar academic units affiliated with the University.

In the late summer of 2012, the Glen Sather Clinic moved in to its new location in the Edmonton Clinic which is three times the size of the old clinic that was in the PER at the van Vliet Centre. The move has provided the clinic with several opportunities that will enhance its activities and ability to better meet its mission. Because of the close proximity to Alberta Health Services (the Clinic now resides in an Alberta Health Care Building), the opportunities for the GSSMC to collaborate with Alberta Health Services in the areas of musculoskeletal care and rehabilitation and sports medicine/sports therapy have been greatly enhanced and the GSSMC is starting to develop relationships with other clinics in the Edmonton Clinic.

Current Clinical Service

There are a number of services offered a GSSMC through a series of clinics. The following table captures the number of visits, by key service area, tracked over the past five years. It is anticipated that the projected number of visits will continue to increase within the five year planning horizon to a maximum of 50,000 patient visits per year, likely in 2019 or 2020.

Table 5: Glen Sather Sports Medicine Clinic Patient Visits

	2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013		2013 - 2014		2014 - 2015		2015 - 2016*		Projected 2021 - 2022	
Provider	**# of visits**	**# of clinicians**	**# of visits**	**# of clinicians**	**# of visits**	**# of clinicians**	**# of visits**	**# of clinicians**	**# of visits**	**# of clinicians**	**# of visits**	**# of clinicians**	**# of visits**	**# of clinicians**	**# of visits**	**# of clinicians**
Physiotherapist	13,294	-	14,765	-	16,252	7	19,333	7	20,861	-	22,804	10	19,592	12		
GAIT	-	-	-	-	-	-	-	-	-	-	62	-	55	-		
Sport & Exercise Medicine	5,037	-	7,157	-	7,631	13	9,141	14	9,386	-	10,254	14	8,881	14		
Neuropsychologist	-	-	-	-	-	-	-	-	-	-	40	1	40	1		
Orhtopaedics	1,149	-	1,366	-	1,939	9	2,422	10	2,696	-	2,884	11	2,209	12		
Massage Therapy	2,142	-	1,744	-	1,501	4	1,802	4	1,979	-	1,935	4	1,273	4		
Orthotics	123	-	120	-	154	1	201	2	195	-	138	2	63	2		
TOTAL	**21,745**	**n/a**	**25,152**	**n/a**	**27,477**	**34**	**32,899**	**37**	**35,117**	**n/a**	**38,117**	**42**	**32,113**	**45**	**50,000**	

* Partial year (nine months only) captured from April 1 to December 31, 2015.

Physiotherapy (physical therapy) at the Glen Sather Clinic promotes quality of life by helping people of all ages and abilities remain active and moving. Our physiotherapists treat bone, joint, muscular and ligament injuries arising from participation in fitness activities, competitive sport, work-related accidents, motor vehicle collisions and more. Services include acupuncture, intramuscular stimulation, active release therapy and manual therapy.

The Glen Sather Sports Medicine Clinic has a longstanding relationship with Golden Bears & Pandas Athletics and specifically the varsity health programs. The varsity physiotherapist (PTs) is based out of the Glen Sather Clinic and completes all clinical treatments there. The varsity athletic therapists (ATs) also utilize the clinic for a portion of their treatments. Varsity student trainers and other learners may also be present in the clinical environment.

The assessment and treatment focuses on educating patients about managing their condition while progressively returning them to an active lifestyle. Our physiotherapists approach rehabilitation with the philosophy that patient empowerment through education and home exercise programs ultimately contributes to patient success. Physiotherapists are also active in the teaching of sport medicine to students and residents from the Faculty of Medicine & Dentistry, Faculty of Rehabilitation Medicine, and the Faculty of Physical Education and Recreation at the University of Alberta.

The clinic operates Monday through Saturday, by appointment and referral.

The Prevention and Return to Activity Centre (PRAC) is a service, teaching and research centre in which active individuals, athletes and teams can receive individualized and team-based care, supervised by professionals in health and education. The centre offers classes and education focused on injury prevention, injury care and safe return-to-activity or sport for the active individual. The PRAC is located at Foote Field at the University of Alberta South Campus and operates between 6-9pm, Monday through Thursday.

Current Research

GSSMC has a vision to "*be a centre of excellence in sport and exercise based musculoskeletal and sports medicine care through innovative, clinically based, interdisciplinary, musculoskeletal and sports medicine outcomes-based research."* Led by GSSMC's research director, a five-year plan has been developed to outline the research goals of GSSMC. Some of the key objectives include the following:

- Target academic, clinical and trainee recruitment within sports medicine at faculties at UA, including Rehabilitation Medicine.
- Target identification of engagement and recruitment of leadership.
- Increase external grant funding.
- Increased productivity research through publications and presentations/lectures.
- Increase clinical and community partnerships.
- Target engagement in the seven provincial Strategic Patient Oriented Research (SPOR) platforms.
- Identify knowledge translation examples where research has impacted public health through practice and policy development.

There are three priority research areas that represent strength and leadership at GSSMC:

1. Musculoskeletal Injury and Chronic Disorder Prevention (soft tissue knee and shoulder)
2. Sport Concussion
3. Active Living and Health Outcomes Post-Sport Injury (return to physical activity, sport and work)

Current Education Overview

The Glen Sather Clinic offers six-week placements to physical therapy students in either year of their program. The student will be placed with one primary clinical instructor working within the clinic during their CI's regular clinic hours. This could range from 7 a.m. to 7 p.m. In addition, the student will have the opportunity to be involved with multidisciplinary

clinics that currently operate in the clinic, including the ACL Clinic, Acute Knee Clinic, Functional Knee Injury Clinic, Shoulder Clinic. These clinics offer an opportunity for students to work alongside physical therapist, sports medicine physicians, and orthopedic surgeons.

In addition the clinic holds regular educational rounds students can attend as well as opportunities to shadow with a certified orthotist and strength and conditioning specialists at the Alberta Sport Development Centre.

The Glen Sather University of Alberta Sports Medicine Clinic is offering a Physical Therapy Residency Program for the new graduate physical therapist. The program has been developed to enhance learning in the area of musculoskeletal physical therapy. The experience will offer mentorship, learning and experience to help the new graduate develop clinical reasoning, skills and professionalism in order to facilitate the transition from student to independent physical therapist.

Current Community Outreach

It is envisioned that such a centre would play a major role in educating not only clinicians but also the general public. Programs such as injury prevention, conditioning for various healthy activities, health promotion, concussion management, and return to school following concussions could be developed. Seed money from the endowment could be used to develop and trial these public service programs for all individuals from the young to seniors as well as provide administrative support for such programs. This would enable the implementation of a health promotion and injury prevention program involving the school systems (i.e. students, coaches, educators and administrators) and community organizations (i.e. parents, coaches and athletes) that could include injury care (e.g. early access to assessment, diagnosis and a treatment plan) to self – care (directed or non – directed) to treatment (both nonsurgical and surgical) to return to the community (i.e. return to activity, sport or former lifestyle). Involvement of the three governing Faculties (FRM, PER, and FoMD) and other University Faculties/Departments (e.g. nutrition) as well as Faculties in other universities in program development would enhance knowledge transfer and the application of evidence based practices that could encourage healthy practices and lifestyles.

INSTITUTE FOR STUTTERING TREATMENT AND RESEARCH (ISTAR)

ISTAR started as part of a research study by a Faculty member. The Institute received start-up grant funding from a donor in 1986 and was originally run by clinicians and students as a non-profit. It became an institute with UA Faculty of Rehab Medicine in 2004 but remains a self-supporting institute. ISTAR leads the only stuttering program in the world which incorporates comprehensive treatment and research. There are other programs but they use a different approach. The Institute's mandate is to serve four main areas: treatment, clinical training, research and public education.

Current Clinical Service

Stuttering issues are a priority but other communication issues and disorders are addressed. In addition, they conduct research into stuttering, offer advanced professional training for speech-language pathology students and clinicians, and promote public awareness of

stuttering and its treatment. There are also workshops scheduled to deal with accent reduction, public speaking and preventative medicine

Fluency Specialists work with children and their families, teens and adults to help them manage their stuttering and improve their fluency. Treatment is done in individual sessions or in our intensive and refresher clinics. Clinicians individualize therapy and therapy approaches to best suit the needs of our clients.

Treatment is done in individual sessions or in our intensive and refresher clinics. Clinicians individualize therapy and therapy approaches to best suit the needs of our clients.

ISTAR operates in Edmonton and has a satellite clinic in Calgary.

Current Research

ISTAR has always been committed to doing evidence based treatment which has been informed by our research. Prior to the retirement of the past Research Director and the resignation of the most recent Executive Director, the clinical team worked together to contribute to research related to fluency disorders. The Research Director and other clinicians at ISTAR are frequently invited to deliver workshops related to their work and often present at provincial, national and international professional conferences on the research undertaken at ISTAR. As of 2017, research in ISTAR will be conducted under the direction of the Chair in Stuttering Research.

The research directors work with students at the University of Alberta but also collaborate with colleagues at other Universities and Institutions. Some of these colleagues have visited ISTAR for extended periods of time to contribute to the research work being carried out here.

Current Education Overview

Clinical internships for students who are completing their Master of Speech-Language Pathology degrees as well as advanced training for practicing clinicians in the area of stuttering. The training placements are done in our intensive programs and in five-day refresher clinics. Up to 10 students can be accommodated throughout the year.

Professional development webinars or workshops are also periodically offered to practicing clinicians.

Current Community Outreach

This includes media relations to educate and communicate to the public what is done at ISTAR. Profile building activities are also a requirement.

ISTAR staff work to help the general public be aware of stuttering and its treatment. They inform the public about stuttering treatment through media, news articles, presentations and open house events. They also welcome volunteers to help us do their work and to learn more about the program and speech-language pathology. Each summer, during busy intensive clinics, a research assistant is employed to assist in delivering the therapy program.

Outside of our intensive stuttering therapy clinics, individual sessions for articulation, language, motor speech, voice and social skills for children, teens and adults is offered.

Under the umbrella of the Communication Improvement Program, workshops for Communication Enhancement are offered, including: Accent Reduction, Public Speaking, Academic Preparation and Art of Conversation.

1. Accent Reduction programs are designed to help English as a Second Language speakers reduce their accent and improve the intelligibility of their speech. Clients receive 10.5 hours of therapy in a six week course. Course sizes are limited to a maximum of three clients per clinician. Clients are assessed at the start and end of treatment by a qualified Speech-Language Pathologist. They receive individualized instruction and feedback by their clinician as well as having the opportunity to practice with other group members. Sessions include: acquisition of accent reduction skills, transfer of these skills to the real world and suggestions to help maintain the skills
2. Public Speaking programs are designed for people who wish to improve their ability to effectively communicate while public speaking. Special attention is brought to managing emotions associated with public speaking. Before and after samples of clients giving speeches are collected and evaluated by Speech-Language Pathologists (SLP). Clients are taught effective communication skills and they are given "hands-on" practice opportunities.
3. Academic Preparation programs are designed to help clients be prepared to give effective oral academic presentations. An SLP works with the clients to help them with vocal aspects of speaking (e.g. appropriate volume, expression, clarity etc.) as well as delivery of the content of the presentation. Clients have several opportunities to deliver their prepared presentations to groups of informed volunteers and to implement feedback from their clinician.
4. Art of Conversation programs are designed to help clients feel more comfortable speaking to other people in social situations. These situations can include formal events or casual social gatherings. Special attention is given to developing awareness of social skills and managing emotions. Clients have the opportunity to learn and practice social communication skills with the guidance from a trained SLP.

ALBERTA CENTRE ON AGING (ACA)

The Alberta Centre on Aging promotes cutting-edge research, education, and service in aging, through interdisciplinary collaboration and through partnerships with stakeholders.

Aging is inherently interdisciplinary. The Centre brings together researchers from various disciplines to address issues of concern. Faculty members and students from several faculties have an interest in aging. At the University of Alberta, these faculties include:

- Agriculture, Forestry, and Home Economics
- Arts
- Extension
- Medicine and Dentistry
- Nursing
- Pharmacy and Pharmaceutical Sciences

- Physical Education and Recreation
- Rehabilitation Medicine
- Science

The Centre is committed to working in partnership with the government, regional health authorities, community groups, gerontological associations, academic institutions, and other organizations. It is only by working together that we can create new approaches and innovative ideas.

Current Research and Education

The Centre serves as a central focal point for research and education in aging. It plays an important role in linking individuals and groups with similar research and education interests and needs. Interdisciplinary research teams are being established to study complex, aging-related questions. New models of education are being explored. Faculty members, students, and the community at large are encouraged to draw upon the expertise of the Centre.

REHABILITATION RESEARCH CENTRE (RRC)

The Rehabilitation Research Centre at the Faculty of Rehabilitation Medicine specializes in supporting and undertaking collaborative, innovative, and transformative research. Since 1989, the RRC served a wide range of partners including students, staff and external clients.

The Rehabilitation Research Centre's activities include:

- Providing consulting services related to research in rehabilitation science
- Supporting graduate student training in the Faculty of Rehabilitation Medicine
- Supporting interdisciplinary grant applications and research fellows/affiliates interested in interdisciplinary research
- Developing research links between the university and clinical communities to facilitate clinically relevant rehabilitation research
- Maintaining a library of textbooks and other rehabilitation research resources

Current Services

The RRC provides research-related consulting services to Faculty of Rehabilitation Medicine students and staff. Services are available to the broader university community and external clients on a contract basis. Rehabilitation Research Centre members can provide guidance in all aspects of research and evaluation including:

- Research implementation strategies
- Research methodology
- Literature searches and appraisal
- Data cleaning & analysis
- Proposal development and grant applications
- Program evaluation
- Research ethics and applying for ethical approval

The Rehabilitation Research Centre employs student consultants with expertise in quantitative and qualitative methods. The consultants are senior Rehabilitation Science graduate students in later stages of their programs that have completed their statistics and research methods

courses and are mentored by Rehabilitation Research Centre faculty members. Faculty of Rehabilitation Medicine staff and students do not pay consultation fees. Fees for services to external organizations are established at the time of initial consultation.

Current Research Support

The Rehabilitation Research Centre maintains a library of textbooks and other resources related to research design, data analysis, grant writing principles and ethics in research. The library is available to staff and students of the Faculty of Rehabilitation Medicine. We have a variety of titles in the areas of:

- Research methodology
- Statistics
- Qualitative analysis
- Measurement
- Epidemiology
- Health promotion

The RRC offers educational sessions throughout the year. Online evidence-based practice lectures are also available.

INSTITUTE FOR RECONSTRUCTIVE SCIENCES IN MEDICINE (IRSM)

The Institute for Reconstructive Sciences in Medicine (iRSM) is an internationally recognized clinical and research institute focused on medical reconstructive sciences. Established in 1993, iRSM is a joint initiative of the University of Alberta, Covenant Health and Alberta Health Services, based at the Misericordia Hospital in Edmonton, Alberta.

iRSM has its origins in head and neck reconstruction and rehabilitation. Its decade long international reputation for innovation and advances in patient care and research has been earned by combining expertise in disciplines such as surgery, medicine, dentistry, rehabilitation medicine, engineering and computing science to create a fully integrated environment for clinical care, research, education and training in reconstructive medicine and technology. As an international referral center, it is a leader in the complex area of osseointegration (bone) implanted devices for prosthetic replacement of skull and facial defects resulting from cancer, trauma and congenital conditions.

The institute is one of a very limited number of centres worldwide that is an acknowledged international leader in the provision of both autogenous and alloplastic reconstructive care. iRSM's reputation as a pioneer in the application of advanced technologies to support clinical and research activities is supported through a number of major collaborative relationships with leading institutions throughout the world, including the Mayo Clinic (USA), the Weintraub Centre for Reconstructive Biotechnology at UCLA, and Freiburg University in Germany.

Current Clinical Services

iRSM is an Alberta-wide healthcare service treating patients from all regions of the province. In addition, iRSM is a western Canadian and national service provider treating referral patients from other provinces in Canada. iRSM has also accepted patients referred internationally. The range of clinical specialists required for head and neck reconstructive and rehabilitative care is extensive. iRSM has developed a unique and innovative model of care delivery based on a patient-centered,

interdisciplinary team matrix, functioning within an operational framework of quality management.

The work of iRSM is fundamentally changing patient care and outcomes by providing data-driven, quality based and evidenced based standards of practice. It is helping to reduce wait time and treatment trajectories for surgeries, and is resulting in sustained levels of high patient satisfaction in treatment outcomes.

Current Research

A fundamental mandate for iRSM is the development and application of new knowledge for the advancement of medical practices and quality health care. iRSM's innovative research model is comprised of multi-disciplinary teams across five faculties at the University of Alberta and extends to a number of international collaborations at leading institutions around the world.

Research at iRSM involves both basic science and applied research. Research in basic science has been conducted in areas such as cell biology, biochemistry and engineering. Applied research investigations have included a wide range of studies in relation to head and neck reconstruction. These investigations have furthered knowledge of surgical technique, therapeutic treatment, behavioral and functional outcomes. In addition, several initiatives in advanced manufacturing and digital technologies have also been accomplished through research in areas of biomedical engineering.

OVERVIEW OF CURRENT FACILITIES

Currently, the Faculty departments, institutes and centres occupies over 11,000 net assignable square metres of existing space in more than 10 buildings across four campuses. Refer to the Campus Location Map in Appendix B.

Although the majority of the Faculty is located within Corbett Hall, the space is at capacity and there is limitation for growth on this building. This building was constructed starting in 1928 and completed in 1930. It has undergone many renovations through the years, most notably in 1988. Corbett Hall has been home to a number of Faculties but has been the home for FRM since 1991.

There are challenges to the existing building infrastructure in Corbett Hall to adequately accommodate research labs and clinics. As a result, there are many clinic and lab spaces that have been expanded at other sites on campus. There is a desire to integrate the three main FRM disciplines and teach/train as one would work in practice upon graduating, however this is challenging given some of the current building constraints.

An innovative way in which the required number of students is accommodated is by decanting a number to other campuses. The Edmonton campus accommodates all three disciplines. PT is also offered in Calgary at the University of Calgary Downtown Campus (DTC) and Augustana Campus in Camrose. OT is also offered in Calgary at the University of Calgary Downtown Campus (DTC). Classes (lectures, seminars and labs) are delivered either face-to-face or by real-time web/video cast technology on 60 inch plasma screens to view professors from other campuses. State-of-the-art technology is employed to ensure that students have real time communication with lecturers based in Edmonton, Camrose or Calgary. While the majority of classes are broadcast from Edmonton, faculty will broadcast from all campuses throughout the program. In-person faculty will be present at all campuses during all lectures, seminars and labs.

The following is a list of the current locations of the key Faculty Components, as described in the previous sections. The detailed floor plans of each space occupied by FRM, is included in Appendix C. The listing of floor plans, by User Group is outlined below.

The Department of Communication Sciences and Disorders (CSD) is currently occupying space in:

- Corbett Hall Levels 1, 2 and 3
- Clinical Sciences Building Level 6
- College Plaza Level 6 & 15

Department of Occupational Therapy (OT) is currently occupying space in:

- Corbett Hall Levels 1, 2 and 3
- Edmonton Clinical Health Academy Levels 2 & 3
- Clinical Sciences Building Level 6
- Heritage Medical Research Centre Level 5
- Downtown Campus (Calgary) Levels 0 & 3

Department of Physical Therapy (PT) is currently occupying space in:

- Corbett Hall Levels 1, 2 and 3
- Clinical Sciences Building Level 6
- Edmonton Clinical Health Academy Level 2
- Heritage Medical Research Centre Level 5
- Downtown Campus (Calgary) Levels 0 & 3
- Augustana Campus Classroom Building Levels 0 & 1

Faculty of Rehabilitation Medicine (FRM) Administration is currently occupying space in:

- Corbett Hall Levels 1, 2 and 3
- Edmonton Clinical Health Academy Level 1 (Student Association shared space) & Level 2
- Heritage Medical Research Centre Level 5
- Clinical Sciences Building Level 6
- Katz Group Centre for Pharmacy and Health Research Level 5
- Augustana Campus Classroom Building Levels 0 & 1
- Downtown Campus (Calgary) Levels 0 & 3

Alberta Centre on Aging (ACA) does not currently occupy space.

Glen Sather Sports Medicine Clinic (GSSMC) is currently located in:

- Kaye Edmonton Clinic Level 2
- Foote Field Level 1

Institute for Stuttering Treatment & Research (ISTAR) is currently located in:

- College Plaza Level 15
- Clinical Sciences Building Level 6
- Hillhurst Building Level 4 (Calgary) – to be relocated to Calgary Center in the Fall of 2017

Rehabilitation Research Centre (RRC) is currently located in:

- Corbett Hall Level 3

Institute for Reconstructive Sciences in Medicine (iRSM) is currently located in:

- Clinical Sciences Building Level 6
- Corbett Hall Level 3
- Edmonton Clinical Health Academy Level 5
- Misericordia Hospital

Corbett Hall,
Edmonton, AB

College Plaza,
Edmonton, AB

Edmonton Clinic Health Academy, Edmonton, AB

Heritage Medical Research Centre, Edmonton, AB

Clinical Sciences Building, Edmonton, AB

Kaye Edmonton Clinic,
Edmonton, AB

Foote Field, South Campus,
Edmonton, AB

Downtown Campus,
Calgary, AB

Classroom Building,
Augustana Campus,
Camrose, AB

Misericordia Hospital,
Edmonton, AB

Calgary Centre,
Calgary, AB

FACILITY REQUIREMENTS

The following section outlines the space requirements for the three Faculty Departments, Centres and Institutes according to the major space categories as outlined in the Space Management Manual. The five (5) major space categories examined as part of this study include:

- Instruction – Classroom, Lecture and Seminar Space
- Instruction - Laboratory, Shop and Studio Space (including Clinical Teaching)
- Research Space – Laboratories, Shops, Project Space and Other Research Space
- Academic Offices and Related Services Space
- Student Community Space

Instruction – Classroom, Lecture and Seminar Space

Programming Defining Classroom Requirements

The FRM has unique classroom requirements due to educational models and the distributed education technology used to connect to the satellite campuses. Each professional program operates a cohort model: each incoming class moves through the program as a unit taking the same courses at the same time. This model means that for each year of the program at each site, the classrooms must be able to accommodate the full cohort or the cohort must be sectioned, to the detriment of the cohort model. Each Department is faced with sectioning some courses due to space constraints.

Room Technology

Compounding this need for adequate class and instructional lab size, is the need to connect to the satellites. As a cohort model, the majority of classes are broadcast live and the students at all sites take the same class at the same time. The distributed educational technology is not that of a mere 'smart' classroom but it is significantly more advanced (Lifesize® HD Conferencing system) and prevents the programs from utilizing rooms outside of Corbett Hall, that are not equipped in the same way.

Each of the three Departments requires a formal lecture theatre for teaching required elements of their respective curriculum. Due to the particular sizes of each cohort, the Departments tend to book the same lecture theatres in Corbett Hall (refer to the detailed space list in Appendix A). These lecture theatres are centrally booked by the Office of the Registrar, but FRM has first priority on booked of these rooms (2-07, 2-41, 2-39, 3-26).

For the purposes of projecting space, the following space planning guidelines have been considered:

- Classrooms (25-75 seats): 2.0 net square meters (nsm) per seat and assumes movable tables and chairs.
- Lecture Theatres (>75 to 100 seats and larger): 1.5 nsm per seat.
- Seminar/Problem Based Learning Rooms (<25 seats): 2.25 nsm per seat and assumes movable tables and chairs.

Current teaching methodologies for the Faculty include lectures for instruction/demonstration in flexible space and then break out into smaller collaborative groups. The tiered lecture theatre does not offer enough flexibility. Currently, there are not enough break-out rooms available in

Corbett Hall so students groups often meet in the corridors or large, oversized rooms. Their focus can be lost and often the instructors cannot find the groups. Students are less inclined to seek out their Professors/instructors when they are not located in close proximity and the collaborative spirit is lost. A series of Seminar Rooms, of various sizes, are programmed.

The lecture theatres are not always appropriate for exams and either a larger room needs to be booked at Corbett Hall so that the students can be arranged in staggered seating or space is booked in another facility on North Campus, usually ECHA. Booking in ECHA runs the risk of 'being bumped' by another Faculty that may have priority.

There are dedicated classrooms used by the Faculty in both the Augustana Campus and the Calgary Campus. Spaces are appropriately sizes for the number of students.

One new 12-15 seat classroom for the proposed Audiology Program has been programmed.

Instruction – Laboratory, Shop and Studio Space (including Clinical Teaching)

Students are also taught in a clinical setting with teaching laboratories set up to facilitate the type of work that would support each discipline's practice. There are dedicated spaces for each department, which are described below.

Communication Sciences and Disorders

The teaching lab (1-105) used for CSD is too small to accommodate an entire class and therefore the courses are taught in four (4) to eight (8) sections, depending on the course requirements. This is not very efficient for the Professors and the students. A larger, flexible teaching space is required, similar to the space that is used for OT. Alternatively, an upgrade in technology, adding a video feed to a larger classroom would allow an instructor to present the lab once and then break the class into sections.

A sound booth (1-108) is part of the teaching requirement and a second sound booth should be considered, particularly when the program expands to include Audiology.

Occupational Therapy

Most OT clinical teaching is conducted in rooms 3-01 and 3-07, which is divisible with an operable wall. It was renovated fairly recently and has the required infrastructure to connect with the teaching spaces at the Calgary Downtown Campus. Ideally these rooms should be 10-20% larger.

There is an Activities of Daily Living (ADL) Suite in 3-21, which is also used for teaching purposes. The current size is adequate however the configuration is not ideal (equipment is not in a separate storage room; the barrier free washroom is also accessed by the public; there is no washer/dryer. The layout should provide a more realistic home setting for teaching therapies.

Physical Therapy

The teaching lab is 1-10 in Corbett Hall and is flexible to accommodate various configurations, including plinths for student practice. The room has the required infrastructure to connect with the teaching spaces at the Calgary Downtown Campus (DTC). In order for the students to view the instructor properly (either Edmonton or Calgary), a small elevated platform is located along the west wall. However this is also a challenge when trying to safely accommodate people and equipment as there is no access ramp. Despite the flexibility, the primary teaching lab for PT is unable to accommodate the needs of certain courses which must be sectioned and held in the student clinic.

There are large equipment storage requirement needs in order to ensure there is enough available for all students to use (i.e. wheelchairs, crutches, etc.). There is an inadequate amount of storage to accommodate equipment at DTC and Augustana.

Interdisciplinary Student Clinic

The Faculty has envisioned an interdisciplinary student clinic so that students can learn as they would practice once they are out in the field – as members of an interdisciplinary team. FRM has envisioned a clinic that has flexibility to be used by all disciplines and can be used for clinical education. There space efficiencies gained by sharing treatment spaces. Key spaces required include:

- common entry, reception, waiting area, change rooms/washrooms
- open treatment area with plinths, chairs and exercise equipment
- interdisciplinary charting areas
- private exam/treatment rooms
- observation rooms
- specialty rooms dedicated for particular disciplines (i.e. sound booths, garment fitting, etc.)
- walking space
- group therapy rooms
- kitchen area
- administrative space

The development of a new interdisciplinary student clinic would provide an opportunity to consolidate and/or absorb current clinics. This would include: PT Student Clinic, Corbett Clinic, OPAU and ACA.

CHEEP, ISTAR and an Audiology Clinic (new program) would benefit from being consolidated with the interdisciplinary student clinic or at the very least, be co-located with it, benefitting from shared resources.

Corbett Clinic

Corbett Clinic is undersized for the number of students in the CSD program. In order to accommodate the increase class size, space was acquired in College Plaza. Combined the two spaces are close to meeting the space requirements but the fact that they are not located in contiguous space is problematic. This clinic would benefit from the interdisciplinary model.

CHEEP

This program is challenged by space constraints in Corbett Hall. Since preschool-aged children are participating in this program it may not be ideal to consolidate with the interdisciplinary clinic however there are some spaces/resources that could be shared, such as an Activity Room.

The growth of space for this clinic is provided to address the current space limitations and does not reflect a growth in the program. Those space increases include: appropriately number and size of administrative space (workstations), larger classroom, larger observation room for students/parents, larger playroom/quite activity space, a new toy storage/cleaning room and a new dedicated children's washroom (accessible to the classroom).

ISTAR

ISTAR is located on Level 15 of College Plaza in Edmonton and is adequately accommodated in its current location. Growth plans include a larger group room and lab equipment/file storage. This is another clinic that could benefit from shared clinic resources, such as group therapy rooms and exam /treatment rooms with observation.

ISTAR also has a presence in Calgary. The current office/lab space is on Level 4 of the Hillhurst Building but will be moving to a larger office space in the Calgary Centre, allowing for some growth capacity.

Research Space – Laboratories, Shops, Project Space and Other Research Space

For FRM, nearly every Professor is conducting research in his or her area of expertise. In addition, there is also research undertaken as part of the Institutes and Centres.

Only five (5) current Faculty members have been identified as traditional, science-based researchers that require wet laboratory space. Many of those researchers have been relocated to buildings outside of Corbett Hall – a building that does not easily accommodate wet labs. Within the planning horizon, it is anticipated that there will be growth of one researcher in Audiology (CSD) and another within the Office of the Dean.

Traditionally, labs have been 'assigned' to a researcher and the space is set up accordingly. This has led to space inefficiencies, such as duplication of equipment, lab support functions, inconsistent accommodation of research assistants/graduate students or labs being accommodated in spaces not appropriate for the function. This type of lab planning and assignment does not appropriately foster collaboration among Faculty members. There has been a significant effort to move towards setting up specialty labs that house common or shared equipment and functions; these become shared resources within FRM.

Most of the research labs are considered 'dry labs' and should be established in a manner that facilitates collaborative work and shared resources. Common analytical equipment can be housed in individual rooms that can be shared by multiple researchers. Research teams would have separate labs that would be used for data analysis and compilation and would be sized to accommodate the research team (i.e. Principal Investigator, research associates, research assistants, post-doctoral

fellows, grad students, etc.). Other shared spaces would be group rooms, exam/treatment rooms and storage spaces.

Accommodating different sizes of research teams requires flexible space and furnishings. For planning purposes, an average size team of 8-10 people is presumed. The planning and accommodation of graduate students, who are often a part of these research teams is also addressed under "Academic Offices and Related Services Space".

For the purposes of planning, it is envisioned that laboratories could be conceived in the form of 'modules'. Based on the size of a particular research team, more than one 'module' could be assigned to a research group. The following is a brief description of two types of lab modules, wet and dry, that are planned for FRM.

Wet Laboratories Allow for a module that is 75nsm in size, allowing for a standard lab bench configuration with adequate circulation (back-to-back) space between. In addition, 25-40% area needs to be added for service support space. This module is for planning purposes only and it would need to be validated at a later design stage.

Animal Research Laboratories
In order to provide the best support to FRM research teams, securing laboratories that are close to animal support spaces (vivarium) is critical. This is currently a limitation to the type and amount of wet bench research that can be undertaken.

Dry Laboratories Allow for a module that is 40nsm in size. This would accommodate specialty equipment or a research specific set-up that is particular to the lab. In addition, space for computer workstations is required to accommodate lab team members that are working on data analysis and compilation.

In addition to the assigned lab modules, it is essential that all research teams have shared access to group therapy rooms for the purposes of meeting and interviewing participants, as part of their research.

iRSM Research Laboratories
There is a significant increase intended for research in iRSM. iRSM currently has a posting for a Research Scientist and the potential for recruiting two more within the planning horizon. The new researcher(s) will need to accommodate a research team(s) and likely research specific equipment, yet to be determined but anticipated to be related to biomechanics. The existing research lab spaces that are currently accommodated at the Misericordia Hospital are planned to be consolidated at UA North Campus. This includes the following:

- Head & Neck Surgery Functional Assessment Lab (HNSFAL): This is the head and neck surgery functional assessment laboratory. The space is used to evaluate functional outcomes (speech, chewing, swallowing) of patients.
- Virtual Reality & Simulation Lab: use of several workstations to for CAD/CAM interaction with patient data (medical imaging) in a virtual space with haptic manipulation.

- Bone Conduction Amplification Lab: This space is used to test and evaluate patient performance with bone conduction hearing devices.
- Neurotology Lab: This lab is for surgical planning, evaluation and training for implantable bone conduction technology.
- Interfacial Biomechanics Lab: This is a space where engineers can test implants in patients as well as model their outcomes.
- Biomechanics Testing Lab: This is a space where engineers can build devices and test equipment.

Gait Analysis Laboratory

There is a vision to develop a shared laboratory for conducting movement and gait analysis. The study of human motion, using the eye of observers and augmented by instrumentation for measuring body movements, body mechanical and the activity of muscles, would benefit various research initiatives of FRM. Some of the anticipated equipment could include: force platforms, motion capture cameras and EMG (electromyography). This would require space for a walking path or track with an overhead harness and the inclusion of an integrated moveable platform.

As outlined in the Outcomes section of the Executive Summary, a portion of this Gait Analysis Lab will be developed immediately on Level 2 of CSB. Plans will include the Human Movement lab module. Refer to Appendix E.

Laboratory Summary

In order to meet the needs within the planning horizon, the following total quantity of lab modules, as described above, is anticipated:

- 1 wet laboratory module – CSD Audiology Program
- 4 dry laboratory modules – CSD Audiology Program
- 1 wet or dry laboratory module – OT Tenure Track (Edmonton)
- 1 wet or dry laboratory module – PT Tenure Track (Edmonton)
- 1 wet or dry laboratory module – PT Tenure Track (Calgary)
- 1 wet laboratory module – Dean's Office New Hire (Faculty renewal but cannot reuse specific lab as it is being reassigned)

There are additional lab requirements that do not conform to the generic lab module concept; the following labs are in addition to the lab modules listed above (detailed descriptions are contained within this sub-section).

- Smart Condo™ in HSERC (~70nsm)
- iRSM Research Labs (425nsm)

Academic Offices and Related Services Space

For planning purposes, offices and administration areas should be clustered to share administrative resources and located in close proximity to support spaces, grad student spaces and research labs. For new office areas, the current University of Alberta space allowances are used as guidance for programming projected space. This would either be enclosed, private offices or open workstations.

The current configuration of space is such that the Office of the Dean and the Departments have their own administrative area, where most of the academic staff is accommodated. These office suites have limited expansion potential in order to accommodate growth. As is common with older buildings, the offices are constructed larger than the current standard office size and there are few open workstation areas. If there is

an opportunity to construct new offices, it would be done so at a more modest size; this is reflected in the detailed space list.

Currently there are no significant office deficiencies for faculty members however, with the near immediate faculty growth, office space will become an issue as immediate as the Summer of 2017. Offices for part time or seasonal staff do have current deficiencies. In these cases, many staff members are sharing offices and even desks, working around work schedules as required.

In the future, it would be advised that policies around assigning offices be developed. For planning purposes and as reflected in the detailed space list, at a minimum the following work space allocations are assumed:

- Full time Academic staff will be allocated a dedicated office
- Full time support staff will be allocated either a dedicated office or workstation, depending on role and tasks
- Part time support staff will be allocated a workstation, potentially shared depending on role and tasks
- Full time Sessionals will be allocated a dedicated office
- Part time Sessionals will be allocated a workstation in either an open area or a shared office
- Seasonal staff (clinics) will be allocated a touchdown workstation in an open area or a shared office
- Professor Emeritus will be allocated a workstation in either an open area or a shared office

Communication Sciences and Disorders

The planned expansion of a new Audiology Program (pending government approval) will increase staffing by 8-10 people. Offices and support space will be required. All other new hires (Tenure Track Professor) are complete.

Occupational Therapy

There is one new Faculty member (Assistant Professor) starting in July 2016. One 0.5 FTE Administration/Clinical Assistant for Calgary is anticipated but no additional tenure track hires. No other future staff are anticipated for Edmonton except to replace existing positions.

Physical Therapy

One new Tenure Track Professor is planned for the Edmonton. There is also a current search for a Department Chair.

Interdisciplinary Clinic

It is anticipated that an individual, at 0.5 FTE, will need to be retained to lead the new Interdisciplinary Clinic.

Graduate Students

The assignment of workspace for Graduate students is under the responsibility of the Office of the Dean. Currently, there are a few identified open areas in Corbett Hall and Clinical Sciences Building (Level 6) that have been set up with workstations. These have been allocated to graduate students. However, graduate students are also using space within the research labs that they are working in. It is recommended that a consistent allocation strategy be developed so the assignment of space

is controlled and equitable. This could be accommodated through shared grad student workrooms, either assigned or touchdown/hoteling.

In general, there is a lack of meeting room space within FRM. There should be a variety of meeting room sizes so that groups are accommodated appropriately. The addition of several group break-out rooms (as outlined with the classroom space) may offset the need for more meeting room space. It is important that all or a majority of the meeting rooms are accommodated with the videoconferencing equipment that is required to connect to the Satellite campuses.

Student Community Space

There is a deficiency of student space within FRM. There are currently two student study areas, one of which also doubles as a self-serve café (i.e. vending services only).

There is one office dedicated for the Rehabilitation Medicine Student Association (RMSA) and a student mail room (CSD graduate students). RMSA also has space in the joint student association space on Level 1 of ECHA.

The only other amenities for students would include locker/change rooms and shower facilities. Consideration to include gender neutral washroom facilities should be included.

Other student amenities include:

- Student Commons
- PT Student Practice space
- Seminar Space (Corbett Hall 2-11) open to student use
- Event Space (Corbett Hall 2-44) open for student use

PROJECTED SPACE REQUIREMENTS

Considering a five (5) year planning horizon to 2021/22, the projected space requirements for FRM are summarized in the following table, presented by major space category. A more detailed breakdown of the projected space is provided in Appendix A. Consistent with the academic vision of the Faculty, it is estimated that FRM will require approximately 14,725 net assignable square meters of space by 2020/21. This represents an increase of 29% over the current and existing space allocation.

Table 6: Summary - Area Requirements by Department/Institute/Centre, Based on Space Category

		2015/16 Existing	2021/22 Projected
Faculty Administration & Office of the Dean			
	Academic Offices and Related Services Space	1,029.8	1,089.0
	Graduate Students	285.8	270.0
	Research Space	290.1	526.0
	Instruction - Classroom, Lecture and Seminar Space	645.7	1,035.0
	Interdisciplinary Student Clinic, including support	0.0	1,243.0
	Student Community Space	436.7	496.0
	Calgary Campus	990.5	1,177.0
	Augustana Campus	215.6	216.0
	Total, Faculty Administration & Office of the Dean	**3,894.1**	**6,052.0**
Department of Communication Sciences & Disorders			
	Academic Offices and Related Services Space	325.8	397.0
	Research Space	537.1	894.0
	Instruction - Laboratory, Shop and Studio Space (Clinical Teaching)	560.6	430.0
	Total, Department of Communication Sciences & Disorders	**1,423.5**	**1,721.0**
Department of Occupational Therapy			
	Academic Offices and Related Services Space	392.6	329.0
	Research Space	626.5	657.2
	Instruction - Laboratory, Shop and Studio Space (Clinical Teaching)	460.4	549.0
	Total, Department of Occupational Therapy	**1,479.5**	**1,535.2**
Department of Physical Therapy			
	Academic Offices and Related Services Space	637.7	530.0
	Research Space	877.6	1,009.5
	Instruction - Laboratory, Shop and Studio Space (Clinical Teaching)	652.7	563.0
	Total, Department of Physical Therapy	**2,168.0**	**2,102.5**
Glen Sather Sports Medicine Clinic			
	Academic Offices and Related Services Space	349.4	390.0
	Instruction - Laboratory, Shop and Studio Space (Clinical Teaching)	1,164.1	1,208.0
	Total, Glen Sather Sports Medicine Clinic	**1,513.5**	**1,598.0**
Institute for Stuttering Treatment and Research			
	ISTAR Edmonton	431.7	431.0
	ISTAR Calgary	101.1	123.0
	Total, Institute for Stuttering Treatment and Research	**532.8**	**554.0**
Alberta Centre for the Aging		**0.0**	**21.0**
Rehabilitation Research Centre		**48.2**	**64.0**
Institute for Reconstructive Sciences in Medicine			
	Academic Offices and Related Services Space	52.7	201.0
	Research Space	164.2	664.0
	Total, Institute for Reconstructive Sciences in Medicine	**216.9**	**865.0**
	TOTAL SPACE REQUIREMENTS	**11,276.3**	**14,512.7**

Table Notes:		
1.	A reduction of space in some areas can be attributed to the application of UA space standards (existing spaces may exceed the current standards).	
2.	The existing spaces are located at UA North Campus, Augustana Campus (Camrose) and UA Campus at University of Calgary Downtown Campus (Calgary)	
3.	The existing includes space in these buildings: Corbett Hall, Clinical Sciences Building, College Plaza, Heritage Medical Research Centre, Kaye Edmonton Clinic, Edmonton Clinical Health Academy, Foote Field, Misericordia Hospital, Classroom Building (Augustana), Downtown Campus (Calgary), UofC Calgary Centre (Calgary).	

RECOMMENDATION

It is recommended that the General Space Program (GSP) for the Faculty of Rehabilitation Medicine (FRM) be approved so that it can be used as the basis for further developing accommodation plans for both the immediate and long term.

The development of the GSP aligns with other high level planning activities which are focused on the UA North Campus and the University Hospital (Walter C. Mackenzie, Kaye Edmonton Clinic and other adjacent sites occupied by Alberta Health Services). Due to the linkages between FRM and AHS there is some advantage to confirm a vision for the Faculty so that it is poised to grow accordingly and in support of the health care services that are provided on adjacent sites.

The GSP will ultimately be submitted to the Facilities Development Committee (FDC), a division of the General Faculties Council (GFC), which is responsible for campus planning and facilities. Once approved, the GSP represents the projected space needed by the Faculty to fulfill its proposed mandate. It is therefore used as the basis of space allocation and planning moving forward. It could be used as a founding document to further develop a Business Case and/or a Functional Program for the Faculty of Rehabilitation Medicine.

PARTICIPANTS

This document was prepared with the help and participation of members of the Faculty of Rehabilitation Medicine. The members are listed below for reference:

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SIGN-OFF SHEET

In accordance with the Agreement, we are submitting for review and approval the General Space Program. We respectfully request that copies of the report be circulated to the appropriate departments and individuals who are the key stakeholders in this project. Comments can be made and noted on this report and the documents will be revised or amended accordingly, with the approval of the Client.

The undersigned have reviewed the General Space Program contained herein and accept its contents as representing the requirements.

Faculty of Rehabilitation Medicine:

Bob Haennel, Interim Dean

University of Alberta, Facilities & Operations:

Lorna Baker-Perri, Director, Space Management

Pat Jansen, Associate Vice President, Planning & Project Delivery

General Space Program - Appendices

University of Alberta
Faculty of Rehabilitation Medicine

FINAL Submission – October 2017

FINAL

HFKS ARCHITECTS INC

APPENDIX A

Detailed Listing of Current and Projected Space

The following eighteen (18) pages contain the detailed space list for FRM. This also includes the current space inventory for the Faculty. Space is captured in Net Assignable Square Meters (nasm) by major functional groups and space type.

Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
FACULTY ADMINISTRATION & OFFICE OF THE DEAN									
Academic Offices and Related Services Space									
Office	Assistant Professor	FRM	Adams, K.	Full	CH	3-85	13.1	12	
Office	Professor	FRM	Bennett, D.	Full	HMRC	513	20.1	12	
Workstation	IT Support Analyst	FRM	Brewer, N.	Full	CH	3-31	-	6	RTMG
Office	Professor/Chair	FRM	Cernak, I.	Full	CH	2-10	11.1	12	
Office	Professor/Chair	FRM	Cernak, I.	Full	CH	2-17	13.8	0	
Workstation	Coordinator	FRM	Carter, A.	Full	CH	2-28	-	6	Communications
Office	Coordinator	FRM	Drefs, S.	Full	CH	3-48N	12.5	9	Certificate Program
Office	Professor	FRM	Ferguson-Pell, M.	Full	ECHA	2-545	-	12	Vice-Principal, PLLC
Workstation	Technician	FRM	Fleming, A.	Full	CH	3-83	-	6	RTMG
Office	Dean - Interim/Professor	FRM/PT	Haennel, R	Full	CH	3-48C	26.8	15	
Workstation	Administrative Assistant	FRM	Khan, R.	Full	CH	3-62	-	6	Research
Workstation	Administrative Assistant	FRM	Libutti, A.	Full	CH	3-48Q	13.3	6	Graduate Studies & Research
Workstation	Systems Analyst	FRM	Lim, L.	Full	CH	3-31	51.2	6	RTMG
Office	Financial Administrator	FRM	Lopetinsky, J.	Full	CH	3-48K	8.5	9	
Workstation	IT Support Analyst	FRM	Lu, J.	Full	CH	3-31	-	6	RTMG
Workstation	Coordinator	FRM	McCarthy, A.	Full	CH	2-28	-	6	Communications
Office	Associate Dean/Professor	FRM/PT	Manns, P.	Full	CH	3-48R	20.3	15	Graduate Studies
Office	Associate Dean/Associate Professor/Clinical Assistant Professor	FRM/PT	Martin, B.	Full	CH	3-48P	20.2	15	Strategic Initiatives
Office	Associate Dean/Professor	FRM/OT	Misiaszek, J.	Full	CH	3-48E	14.6	15	Research
Workstation	Specialist	FRM	Moore, D.	Full	CH	3-31	-	6	RTMG
Office	Assistant Dean/APO	FRM	Palmer, D.	Full	CH	3-48A	11.8	15	Finance & Administration
Workstation	Administrative Assistant	FRM	Sara, J.	Full	CH	3-48M	9.2	6	Professional Programs & Teaching
Workstation	Executive Assistant	FRM	Shulko, L	Full	CH	3-48B	12.3	6	
Office	Associate Director	FRM	Voyer, J.	Full	CH	3-48J	11.0	12	Fund Development
Office	Director	FRM	Wang, L.	Full	CH	2-28	-	12	Marketing & Communications
Office	International Coordinator	FRM	vacant	Full	CH	-	-	9	
Office	Coordinator		Knezevich, A.	Full	CH	2-28	-	9	Alumni
Office	Administrative Assistant		Graham, T.	Full	CH	3-48L	7.7	6	Human Resources
Office	Sessionals	FRM			CH	3-45	15.1	0	
Office	Sessionals	FRM			CH	3-47	15.8	0	
Office		FRM			CH	1-27	13.1	12	Video Conferencing
Alumni Lounge		FRM			CH	2-35	50.3	0	
Kitchen		FRM			CH	2-35A	1.8	0	associated with 2-35
Flexible Teaching		FRM			CH	2-44	299.0	350	event centre
Flexible Teaching		FRM			CH	2-44A	51.6	50	associated with 2-44
Meeting		FRM			CH	2-55	79.1	60	accommodates 20-24 people
Meeting		FRM			CH	3-30	35.4	36	accommodates 12-15 people
Storage		FRM			CH	3-30A	1.0	0	associated with 3-30 CH
Storage		FRM			CH	3-48A1	0.8	0	associated with 3-48 CH
Reception		FRM			CH	3-48	11.7	0	
Storage		FRM			CH	3-48F	4.3	0	associated with 3-48 CH
Kitchen		FRM			CH	3-48G	4.5	0	associated with 3-48 CH
Copy Room		FRM			CH	3-48H	2.6	12	associated with 3-48 CH
Storage		FRM			CH	3-48M1	7.2	12	associated with 3-48 CH
Server		FRM			CH	3-49	18.2	30	
Work Shop		FRM			CH	3-83	30.4	50	RTMG
Meeting		FRM			CH	3-44H	22.0	24	Used by PT
Copy Room		FRM			CH	2-09	3.4	9	
Copy Room		FRM			CH	2-21	13.6	9	
Storage		FRM			CH	2-37	65.4	75	
Exhibit/Display		FRM			CH	AST-2-57	6.2	12	
Office	*Professor (new recruit)*	*FRM*	*Future*					*12*	*wet bench researcher*
Office	*Assistant Director*	*FRM*	*Future*					*12*	*Development*
Workstation	*Administrative Assistant*	*FRM*	*Future*					*6*	*Continuing Professional Education*
Workstation	*Coordinator*	*FRM*	*Future*	*Part*				*9*	*Interdisciplinary Clinic*
Equipment Storage		*FRM*	*Future*					*30*	*RTMG*
File Storage		*FRM*	*Future*					*24*	
SUBTOTAL, Faculty Administration - Academic Offices and Related Services Space							**1,029.8**	**1,089.0**	
Students - Faculty and Departmental, including MSc Thesis Based, PhD and Fellows									
Open Workstations	Graduate Students	CSD			CSB	6-126	53.9	0	

Space Category			Staff Information		Current Location		GSP Areas (NASM) 2015/16	GSP Areas (NASM) 2021/22	
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	Existing Area	Space Standard	Comments/Space Attributes
Open Workstations	Graduate Students	PT			CSB	6-110M	62.6	0	
Open Workstations	Graduate Students	FRM			CH	3-44	169.3	0	
Workstation	Graduate Student	FRM	Black, S.	Full	HMRC	526	-	3	Spinal Cord Research (Bennett)
Workstation	Graduate Student	FRM	Becerra, L.	Full	CH	3-59	-	3	Assistive Technology Lab (Adams)
Workstation	Graduate Student	FRM	Cruz, J	Full	CH	3-59	-	3	Assistive Technology Lab (Adams)
Workstation	Graduate Student	FRM	Elamy, H.	Full	CH	2-17	-	3	Cernak Research Group/Co-supervised with FoMD
Workstation	Postdoctoral Fellow	FRM	Fenrich, K	Full	HMRC	526	-	6	Spinal Cord Research (Bennett and Fouad)
Workstation	Postdoctoral Fellow	FRM	Fenrich, K	Full	HMRC	560	-	0	Spinal Cord Research (Bennett and Fouad)
Workstation	Graduate Student	FRM	Javari, N.	Full	CH	3-59	-	3	Assistive Technology Lab (Adams)
Workstation	Postdoctoral Fellow	FRM	Li, Y.	Full	HMRC	526	-	6	Spinal Cord Research (Bennett)
Workstation	Graduate Student	FRM	Medina, M.	Full	CH	3-59	-	3	Assistive Technology Lab (Adams)
Workstation	Graduate Student	FRM	Najafi, M.	Full	CH	3-59	-	3	Adams Research Group/Co-supervised with FoMD
Workstation	Graduate Student	FRM	Sakamaki, I	Full	CH	3-59	-	3	Assistive Technology Lab (Adams)
Workstation	PhD Student	CSD	Al Harbi, M	Full	CH	3-44	-	3	study space #15/Aphasia Resesarch Lab (Kim)
Workstation	MSc Student	CSD	Bernier, M.	Full	-	-	-	0	Hodgetts Research Group; space captured in iRSM
Workstation	MSc Student	CSD	Bild, O.	Full	CH	1-52	-	3	Language Development & Disorderes Lab (Charest and Hodgetts)
Workstation	MSc Student	CSD	Bremmekamp, D.	Full	CH	3-61	-	3	Children's Speech Research Lab (Boliek and Cummine)
Workstation	PhD Student	CSD	Brodie, A.	Part	-	-	-	3	Adult Language & Cognition Lab
Workstation	MSc Student	CSD	Cheema, K.	Full	CH	3-44	-	3	study space #13/Brain Imaging of Reading & Speech Production Lab (Cummine)
Workstation	PhD Student	CSD	Chouinard, B.	Full	CH	3-58	-	3	Cognitive Neuroscience of Reading & Speech Production Lab (Cummine and Volden)
Workstation	MSc Student	CSD	Conlon, O.	Full	CH	1-47	-	3	Developmental Pragmatics Lab
Workstation	PhD Student	CSD	Constantinescu, G.	Full	CSB	6-126C	-	0	Swallowing Research Lab (Rieger and Hodgetts); space captured in iRSM
Workstation	MSc Student	CSD	Cooper, R.	Full	CH	1-52	-	3	Language Development & Disorders Lab
Workstation	PhD Student	CSD	Dagenais, L.	Full	CH	2-88	-	3	Adult Neurogenics Lab (Paslawski and Boliek)
Workstation	MSc Student	CSD	Freitag, I.	Full	CH	3-61	-	3	Children's Speech Research Lab (Boliek and Cummine)
Workstation	MSc Student	CSD	Garcia, R.	Full	CH	2-86	-	3	Aphasia Lab (Kim)
Workstation	MSc Student	CSD	Grandmont, D.	Full	CH	3-61	-	3	Children's Speech Research Lab (Boliek and Cummine)
Workstation	PhD Student	CSD	Hardy, T.	Full	CSB	6-126B	-	0	Children's Speech Research (Boliek and Rieger); space captured in iRSM
Workstation	MSc Student	CSD	Harding, A.	Full	CSB	6-126E	-	3	Aural Rehab Research (Campbell)
Workstation	MSc Student	CSD	Jalkanen-Sargent, M.	Full	CH	2-88	-	3	Adult Neurogenics Lab (Paslawski)
Workstation	MSc Student	CSD	Langlois, C.	Full	CH	3-61	-	3	Children's Speech Research Lab (Boliek and Cummine)
Workstation	MSc Student	CSD	Lehr, J.	Full	CH	2-88			Adult Neurogenics Lab (Paslawski)
Workstation	MSc Student	CSD	MacDonald, J.	Full	CH	3-59	-	3	Assistive Technology Lab (Adams and Pollock)
Workstation	MSc Student	CSD	Misaghi, E.	Full	CSB	6-104	-	3	Brain Imaging of Reading & Speech Production Lab (Cummine)
Workstation	MSc Student	CSD	Roberts, G.	Full	-	-	-	0	Swallowing Research Lab (Rieger); space captured in iRSM
Workstation	MSc Student	CSD	Rollans, C.	Full	CSB	6-104	-	3	Brain Imaging of Reading & Speech Production Lab (Cummine)
Workstation	MSc Student	CSD	Sahadavan, S.	Full	CH	3-44		3	study space #1/Aphasia Resesarch Lab (Kim and Cummine)
Workstation	MSc Student	CSD	Sequiera, C.	Full	-	-	-	0	Hodgetts Research Group; space captured in iRSM
Workstation	PhD Student	CSD	Skoczylas, M.	Full	CH	1-53	-	3	Narrative Language Lab (Schneider)
Workstation	MSc Student	CSD	Steen, L.	Full	-	-	-	0	Hodgetts Research Group; space captured in iRSM

Space Category			Staff Information		Current Location		GSP Areas (NASM) 2015/16	GSP Areas (NASM) 2021/22	Comments/Space Attributes
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	Existing Area	Space Standard	
Workstation	PhD Student	CSD	Suleman, S.	Full	CH	1-98	-	3	Adult Language and Cognitive Lab (Hopper and Kim)
Workstation	MSc Student	CSD	Tam, A.	Full	CH	3-61	-	3	Children's Speech Research Lab (Boliek and Cummine)
Workstation	MSc Student	OT	Alosaimi, O.	Full	CH	1-45	-	3	Sleep, Pain and Knowledge Translation Lab (Brown)
Workstation	PhD Student	OT	Redlich-Amariv, D.	Full			0.0	3	Taylor Research Group
Workstation	PhD Student	OT	Archeampong, L.	Full	CH	3-78	-	3	Supporting Kids and Inclusion Participation (SKIP) (Phelan)
Workstation	PhD Student	OT	Azad Khaneghah, P.	Full	CH	1-45	-	3	Capacity Building (Liu)
Workstation	PhD Student	OT	Chenier, S.	Full	CH	3-66	-	3	McConnell Research Group
Workstation	MSc Student	OT	Collins, S.	Full	CH	1-46	-	3	Bariatric Care and Rehabilitation Research (Forhan)
Workstation	PhD Student	OT	Daum, C.	Full	CH	1-45	-	3	Capacity Building (Liu)
Workstation	PhD Student	OT	Dube, C.	Full	CH	3-66	-	3	McConnell Research Group
Workstation	PhD Student	OT	Godziuk, C.	Full	CH	1-46	-	3	Bariatric Care and Rehabilitation Research (Forhan)
Workstation	PhD Student	OT	Hahn, L.	Full	CH	3-66	-	3	McConnell Research Group
Workstation	PhD Student	OT	Neubauer, N.	Full	CH	1-45	-	3	Capacity Building (Liu)
Workstation	MSc Student	OT	Ng, B.	Full	CH	1-48	-	3	Cognitive Rehabilitation and Neuroimaging (Leung)
Workstation	PhD Student	OT/PT	Park, J.	Full	CH	1-45	-	0	Esmail and Gross Research Group (also has space in CH 3-62 - see below)
Workstation	Postdoctoral Fellow	OT	Pike, A.	Full	CH	1-94	-	6	Psychosocial and Education Lab (PERL) (Bremault-Phillips)
Workstation	MSc Student	OT	Qin, P.	Full	CH	1-45	-	3	Sleep, Pain and Knowledge Translation Lab (Brown)
Workstation	Postdoctoral Fellow	OT	Rashid, M.	Full	CH	3-78	-	0	Hodgetts Research Group; space captured in iRSM
Workstation	PhD Student	OT	Savage, A.	Full	CH	3-66	-	3	McConnell Research Group
Workstation	MSc Student	OT	Shiva, T.	Full	CH	1-88	-	3	Sensorimotor Research (Misiaszek)
Workstation	PhD Student	PT	Abdollah, V.	Full	CSB	6-107	-	3	Parent/Crites-Battie Research Group
Workstation	MSc Student	PT	Al Onazi, Mona	Full	CH	3-44	-	3	study space #21/Cancer Rehab Lab (McNeely)
Workstation	PhD Student	PT	Aslanzadeh, F.	Full	DTC		-	0	Parent Research Group; space captured under Calgary Campus
Workstation	PhD Student	PT	Batty, N.	Full	CH	1-93	-	3	Spinal Cord Injury and Plasticity (Fouad)
Workstation	OTHER	PT	Binnahil, M.	Full	CH	1-93	-	3	Spinal Cord Injury and Plasticity/Neurosurgery Resident (Fouad)/Neurosurgery Resident
Workstation	MSc Student	PT	Boudreau, K	Full	CH	3-44	-	3	study space #20/Cancer Rehab Lab (McNeely)
Workstation	MSc Student	PT	Casciaro, Y.	Full	CH	3-44	-	0	study space #10/Robotics Lab (Kawchuk) Space captured in Robotics Lab
Workstation	MSc Student	PT	Chan, A.	Full	CSB	6-110M	-	3	MSc BME (Parent)
Workstation	MSc Student	PT	Chughatai, T.	Full	-	-	-	3	Gross Research Group (Currently in Grand Prairie)
Workstation	MSc Student	PT	Crumbach, D.	Full	CSB	6-110M	-	3	Parent Research Group
Workstation	PhD Student	PT	Dolgoy, N.	Full	CH	3-44	-	3	study space #16/Cancer Rehab Lab (McNeely)
Workstation	MSc Student	PT	El Manseer, T	Full	CH	3-44	-	3	study space #22/(Gross)
Workstation	Postdoctoral Fellow	PT	Espin, A.	Full	CH	1-93	-	6	Spinal Cord Injury and Plasticity (Fouad)
Workstation	PhD Student	PT	Ezeugwu, V.	Full	CH	3-70	-	3	Manns Research Group
Workstation	PhD Student	PT	Funabashi, M.	Full	CH	3-44	-	0	study space #9/Robotics Lab (Kawchuk) Space captured in Robotics Lab
Workstation	PhD Student	PT	Hadazadeh, M.	Full	CH	3-44	-	0	study space #8/Robotics Lab (Kawchuk) Space captured in Robotics Lab
Workstation	MSc Student	PT	Jack, A.	Full	CH	1-93	-	3	Spinal Cord Injury and Plasticity (Fouad)

Space Category			Staff Information		Current Location		GSP Areas (NASM) 2015/16	GSP Areas (NASM) 2021/22	
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	Existing Area	Space Standard	Comments/Space Attributes
Workstation	PhD Student	PT	Jun, P.		CH	3-44	-	0	study space #7/Robotics Lab (Kawchuk) Space captured in Robotics Lab
Workstation	MSc Student	PT	Karpman, J.	Full	CH	3-44	-	3	study space #3/(Gross)
Workstation	MSc Student	PT	Kruger, C.	Full	CH	3-44	-	3	study space #14/Cancer Rehab Lab (McNeely)
Workstation	PhD Student	PT	Manaseer, T.	Full	CH	3-44	-	3	Gross/Whittaker Research Group
Workstation	PhD Student	PT	Marzoughi, E.	Full	CH	1-93		3	Spinal Cord Injury and Plasticity (Fouad)
Workstation	PhD Student	PT	May, Z.	Full	CH	1-93	-	3	Spinal Cord Injury and Plasticity (Fouad)
Workstation	MSc Student	PT	McComb, A.	Full	CH	3-44	-	3	study space #24/Cancer Rehab Lab (McNeely)
Workstation	PhD Student	PT	McKillop, A.	Full	CH	3-44		3	Crites-Battie Research Group
Workstation	MSc Student	PT	Miazga, K.	Full	CH	1-38	-	3	study space #18/Cancer Rehab Lab (McNeely)
Workstation	MSc Student	PT	Ospina, P	Full	CH	3-44	-	3	study space #19/Cancer Rehab Lab (McNeely)
Workstation	PhD Student	OT/PT	Park, J.	Full	CH	3-62	-	3	Gross Research Group
Workstation	MSc Student	PT	Rewar, S	Full	CH	3-44	-	3	study space #23/Cancer Rehab Lab (McNeely)
Workstation	MSc Student		Vacant					3	
Workstation	MSc Student	PT	Russell, W.	Full	CH	3-70	-	3	Manns Research Group
Workstation	PhD Student	PT	Salimi, Z.	Full	ECHA	2-545	-	0	Ferguson-Pell Research Group; space captured in Robotics Lab
Workstation	MSc Student	PT	Sequiera, C.	Full	ECHA	2-545	-	0	Ferguson-Pell Research Group; space captured in Robotics Lab
Workstation	PhD Student	PT	Schmidt, E.	Full	CH	1-93	-	3	Spinal Cord Injury and Plasticity (Fouad)
Workstation	MSc Student	PT	Watkins, E.	Full	CSB	6-107	-	3	Parent Research Group
Workstation	Graduate Student	PT	Yavari, M.	Part	CH	1-79	-	3	(Haennel)
Workstation	Graduate Student		Vacant		CH	3-44	-	3	Study Space #2
Workstation	Graduate Student		Vacant		CH	3-44	-	3	Study Space #11
Workstation	PhD Student	PT	Swampy, S.	Full	CH	3-44	-	3	study space #25/(Jones)
Workstation	PhD Student	PT	Chan, S.	Full	CH	3-44	-	3	study space #17/(Jones)
Workstation	PhD Student	PT	Yeung, J.	Full	CH	3-44	-	3	study space #6/(Jones)
Workstation	PhD Student	PT	Perry, D.	Full	CH	3-44	-	3	study space #5/(Jones)
Workstation	PhD Student	PT	Balat, F.	Full	CH	3-44	-	3	study space #4/(Jones)
Workstation	*Graduate Student*	*CSD*	*Future*					*3*	*Audiology Program*
Workstation	*Graduate Student*	*CSD*	*Future*					*3*	*Audiology Program*
SUBTOTAL, Students - Faculty and Departmental, including MSc Thesis Based, PhD and Fellows							**285.8**	**270.0**	retain space for up to 90 graduate students
Faculty of Rehabilitation Medicine - Research Space									
Workstation	Professor/Chair	FRM	Cernak, I.	Full	CH	1-74	28.1	0	
Coat Closet	Professor/Chair	FRM	Cernak, I.	Full	CH	1-74A	2.3	0	
Blast Induced Traumatic Brain Injury Lab	Professor/Chair	FRM	Cernak, I.	Full	CH	1-74B	25.7	75	wet research lab module
Demo/Prep.	Professor/Chair	FRM	Cernak, I.	Full	CH	1-74C	25.8	0	
Storage	Professor/Chair	FRM	Cernak, I.	Full	CH	1-74D	6.6	0	
Workstation	Research Assistant	FRM	Hellewell, S.	Full	CH	1-74	-	6	
Imaging Room		FRM			CH	2-42	5.8	9	
Assistive Technology Lab	Assistant Professor	FRM	Adams, K.	Full	CH	3-59	50.8	75	Research Affiliate - iRSM Covenant Health, Glenrose I-CAN Center
Animal Research Lab	Professor	PT	Fouad, K.	Full	HMRC	506	67.8	75	Wet Lab/Shared with OT (Misiaszek); space captured under FRM
Storage					HMRC	506A	11.1	0	Animal Research Lab/Shared space with OT
Spinal Cord Research Lab	Professor	FRM	Bennett, D.	Full	HMRC	526	59.4	75	wet research lab module
Cold Room		FRM	Fouad, K. Misiaszek, J. Bennett, D.		HMRC	536	6.6	10	shared space
Bionic Limbs for Improved Natural Control	Associate Professor	FRM	Hebert, J.		KATZ	5-005		40	cross-appointment with FoMD
Server Room		*FRM*	*Future*					*6*	*secured data storage (research)*

Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
Gait Laboratory		*FRM*	*Haennel, R. Misiaszek, J. Whittaker, J. Woodhouse, L. Future Recruit*					*80*	*Human Movement Lab*
Lab	*Professor (new recruit)*	*FRM*	*Future*					*75*	*wet research lab module*
SUBTOTAL, Faculty of Rehabilitation Medicine - Research Space							**290.1**	**526.0**	
Instruction - Classroom, Lecture and Seminar Space									
Lecture		OTHER			CH	2-07	101.6	130	centrally scheduled classroom (82 seats), used by PT and CSD; increase to 85 seat capacity
Seminar		FRM			CH	2-15	25.0	30	12-14 people
Seminar		FRM			CH	2-22	22.2	30	12-14 people
Lecture		OTHER			CH	2-41	109.7	160	centrally scheduled classroom (105 seats), primary use by PT
Classroom		OTHER			CH	3-26	87.5	100	centrally scheduled classroom (66 seats), primary use by CSD
		OTHER			CH	3-26A	1.6	0	
Lecture		OTHER			CH	3-39	221.4	330	centrally scheduled classroom (220 seats), primary use by OT
Storage		OTHER			CH	3-39A	13.8	15	associated with 3-39 CH
Meeting Room		FRM			CSB	6-120	33.6	36	18-20 people
Meeting Room		FRM/CSD			CSB	6-126G	29.4	30	Group Training Room, shared
Classroom		*FRM*						*30*	*12-15 seat (Audiology Program)*
Seminar Room		*FRM*						*18*	*group break out room (6-8 people)*
Seminar Room		*FRM*						*18*	*group break out room (6-8 people)*
Seminar Room		*FRM*						*24*	*group break out room (8-10 people)*
Seminar Room		*FRM*						*24*	*group break out room (8-10 people)*
Seminar Room		*FRM*						*30*	*group break out room (12-14 people)*
Seminar Room		*FRM*						*30*	*group break out room (12-14 people)*
SUBTOTAL, Instruction - Classroom, Lecture and Seminar Space							**645.7**	**1,035.0**	
Interdisciplinary Student Clinic, including Support									
Reception		*FRM*						*15*	*two workstations*
Waiting		*FRM*						*50*	*seating for 20 people; includes children's area*
Change Room		*FRM*						*10*	*women; 2 cubicles/rooms*
Change Room		*FRM*						*10*	*men; 2 cubicles/rooms*
Washroom		*FRM*						*6*	*women*
Washroom		*FRM*						*6*	*men*
Washroom		*FRM*						*6*	*gender neutral*
Open Exam Area		*FRM*						*120*	*total of 20 plinths, with privacy curtains (12 regular size; 8 oversized)*
Walking Space		*FRM*						*60*	*contiguous walking space 40-60m long*
Equipment Space		*FRM*						*70*	*treadmills, weights, bikes, etc.*
Activity Room		*FRM*						*80*	*open area for activity/exercise based seminars*
Splinting Area		*OT*						*12*	*next to open plinth area*
Kitchen		*FRM*						*24*	*for therapy, cooking classes*
Charting Area		*FRM*						*40*	*confidential interdisciplinary work area near open plinths (15)*
Charting Area		*FRM*						*40*	*confidential interdisciplinary work area near open plinths (15)*
Hand Hygiene Station		*FRM*						*2*	
Hand Hygiene Station		*FRM*						*2*	
Exam/treatment		*FRM*						*12*	*with telehealth*
Exam/treatment		*FRM*						*12*	*with telehealth*
Exam/treatment		*FRM*						*12*	*with hand sink inside*
Exam/treatment		*FRM*						*12*	*with hand sink inside*
Exam/treatment		*FRM*						*12*	*with hand sink inside*
Exam/treatment		*FRM*						*12*	*with hand sink inside*
Exam/treatment		*FRM*						*12*	
Exam/treatment		*FRM*						*12*	
Exam/treatment		*FRM*						*12*	

Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
Exam/treatment		*FRM*						*12*	
Exam/treatment		*FRM*						*12*	
Exam/treatment		*FRM*						*12*	
Exam/treatment		*FRM*						*12*	
Exam/treatment		*FRM*						*12*	
Exam/treatment		*FRM*						*12*	
Exam/treatment		*FRM*						*12*	
Exam/treatment		*FRM*						*12*	
Exam/treatment		*FRM*						*12*	
Viewing Room		*FRM*						*12*	
Viewing Room		*FRM*						*12*	
Viewing Room		*FRM*						*12*	
Viewing Room		*FRM*						*12*	
Viewing Room		*FRM*						*12*	
Viewing Room		*FRM*						*12*	
Control/Server Room		*FRM*						*6*	*for all viewing rooms*
Meeting/Seminar		*FRM*						*24*	*could be used for group therapy*
Meeting/Seminar		*FRM*						*24*	*could be used for group therapy*
Meeting/Seminar		*FRM*						*24*	*could be used for group therapy*
Meeting/Seminar		*FRM*						*24*	*could be used for group therapy*
Sound Suite		*CSD*						*72*	*3 sound booths; near hand hygiene sink*
Hand Hygiene Station		*FRM*						*2*	
ENG Room		*CSD*						*12*	*ENG=Electronystagmography*
Hearing Aid Analysis Room		*CSD*						*12*	
Garment/Fitting Clinic Room		*OT*						*15*	
Equipment Storage		*CSD*						*30*	
Equipment Storage		*OT*						*30*	
Equipment Storage		*PT*						*30*	
Clean Utility Room		*FRM*						*12*	
Soiled Utility Room		*FRM*						*9*	
Housekeeping		*FRM*						*7*	
Work Room		*FRM*						*12*	*photocopies, office supplies, files*
Office	*Coordinator*	*FRM*	*Future*					*9*	
Workstation	*Admin. Assistant*	*FRM*	*Future*					*6*	
Office	*Clinical Audiologist*	*CSD*	*Future*					*12*	
Office	*Clinical Educator*	*FRM*	*Future*					*12*	
Office	*Students*	*FRM*						*18*	*open workstations, touch-down*
SUBTOTAL, Interdisciplinary Student Clinic, including Support							**0.0**	**1,243.0**	
Student Community Space									
Lockers		FRM			CH	1-14	25.5	30	female
Shower		FRM			CH	1-14A	8.5	10	
Washroom		FRM			CH	1-14B	10.3	15	associated with 1-14 and 1-20 CH
Washroom/ showers/ Lockers		FRM			CH	1-17	30.4	30	male
Washroom/ showers/ Lockers		FRM			CH	1-19	29.6	30	male
Lockers		FRM			CH	1-20	29.6	30	female
Lockers		FRM			CH	1-22	30.3	30	
Lockers		FRM			CH	1-24	24.6	30	
Shower		FRM			CH	1-24A	8.5	10	
Washroom		FRM			CH	1-24B	10.2	15	associated with 1-22 and 1-24 CH
Shower		FRM			CH	1-95	26.0	15	Staff shower
Mail Room		CSD			CH	1-106	31.8	40	Student Mail Room - MSc SLP Graduate
Office		FRM			CH	1-41	16.5	12	Rehabilitation Medicine Student Association (RMSA)
Student Study Area		FRM			CH	2-26	79.2	87.5	space for 50 students
Student Study Area		FRM			CH	2-29	75.7	87.5	space for 50 students
Nutrition/Vending								*12*	
Gender Neutral Washroom								*6*	
Gender Neutral Washroom								*6*	
SUBTOTAL, Student Community Space							**436.7**	**496.0**	

Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
Faculty of Rehabilitation Medicine - Calgary Campus									
Office	Coordinator	OT	Mulholland, S.	Full	DTC	333	10.3	9	
Office	Sessional	OT/PT		Part	DTC	338	11.8	6	shared office
Workstation	Sessional	OT	Coutts, K.	Part	DTC	335	11.6	6	shared office
Workstation	Sessional	OT	Moon, M.	Part	DTC	335	-	6	shared office
Workstation	Sessional/ Adjunct	OT	Rajan, S.	Part	DTC	335	-	6	shared office
Workstation	Sessional/Adjunct	OT	Williams, T.	Part	DTC	335	-	6	shared office
Office	Coordinator/Instructor	PT	Chow, J.	Full	DTC	348	8.8	12	
Workstation	Coordinator	OT	Froese, D.	Part	DTC	335	-	6	
Touchdown	Support	PT	Ham, L.	Full	DTC	338	-	6	Bridging Program (Calgary Campus)
Office	Coordinator	OT	Hinrichs, J.	Part	DTC	334	9.7	9	Clinical Education (Calgary Campus)
Office		PT	Jackson, C.	Part			0.0	12	Calgary Hospital
Office	OT/PT Assistant	OT/PT	vacant	Part	DTC	346	12.9	9	
Office	Coordinator	FRM	Rishaug, J.	Part	DTC	336	10.5	9	Administrative (Calgary Campus)
Office	Coordinator	PT	Rudland, B.	Full	DTC	347	9.6	9	
Workstation	PhD Student	PT	Dolgoy, N.		DTC	346	-	3	in Edmonton 1/month (McNeely)
Workstation	PhD Student	PT	Aslanzadeh, F.	Full	DTC		-	3	Parent Research Group
Meeting		PT			DTC	337	15.1	18	6-8 people
Meeting		PT			DTC	349	17.6	18	6-8 people
Multipurpose		FRM			DTC	RB030	50.6	50	undetermined expansion space
Lab		FRM	vacant		DTC	RB017	56.3	40	dry lab module
Multipurpose		PT			DTC	RB018	95.6	100	
Equipment Storage		PT			DTC	RB019	15.2	15	associated with RB018 DTC
Multipurpose		OT			DTC	RB015	113.1	125	
Equipment Storage		OT			DTC	RB016	23.8	24	associated with RB015 DTC
Teaching Lab		PT			DTC	316	131.9	125	
Storage		PT			DTC	310	34.8	36	
Teaching Lab		PT			DTC	318	69.6	70	
Teaching Lab		OT			DTC	320	69.5	70	currently shared with UofC
Teaching Lab		OT			DTC	326	86.0	90	
Teaching Lab		OT			DTC	326A	11.2	12	
Lockers		FRM			DTC	328	48.3	48	
Storage		FRM			DTC	328A	3.1	6	associated with 328 DTC
Shower/Locker/ Washroom		FRM			DTC	RB10W	32.5	36	currently shared with UofC
Shower/Locker/ Washroom		FRM			DTC	RB11W	31.2	36	currently shared with UofC
Office	*Professor*	*PT*	*Future*	*Full*				*12*	*tenure-track*
Workstation	*OT Assistant*	*OT*	*Future*	*Part*				*6*	*new position/hire*
Office	*Visiting Professor(s)*	*FRM*	*Future*					*12*	*two workstations*
Seminar Room		*FRM*						*18*	*group break out/meeting room (6-8 people)*
Seminar Room		*FRM*						*18*	*group break out/meeting room (6-8 people)*
Dry Lab	*new recruit*	*PT*	*Future*					*75*	*wet or dry lab module (TBD)*
SUBTOTAL, Faculty of Rehabilitation Medicine - Calgary Campus							**990.5**	**1,177.0**	
Faculty of Rehabilitation Medicine - Augustana Campus									
Office	Coordinator	PT	Jasper, L.	Full	AG03	C108	9.2	9	
Office	Clinical Asst Professor	PT	Zarski, C.	Full	AG03	C111	10.4	12	
Workstation		PT	Hamilton, F.	Full	AG03	C111	-	6	
Workstation		PT	Ryan, R.	Full	AG03	C111	-	6	
Dry Lab		PT			AG03	C007	86.6	40	
Wet Lab		PT			AG03	C007A	44.0	75	
Storage		PT			AG03	C007A1	18.0	18	
Classroom		PT			AG03	C008	47.4	50	
SUBTOTAL, Faculty of Rehabilitation Medicine - Augustana Campus							**215.6**	**216.0**	
TOTAL, FACULTY ADMINISTRATION & OFFICE OF THE DEAN							**3,894.1**	**6,052.0**	
COMMUNICATION SCIENCES AND DISORDERS (CSD)									
Department of Communication Sciences and Disorders - Academic Offices and Related Services Space									
Office	Professor	CSD	Boliek, C.	Full	CH	3-18	12.0	12	
Office	Associate Professor	CSD	Campbell, M.	Full	CH	3-77	16.4	12	
Office	Assistant Professor	CSD	Charest, M.	Full	CH	2-18	11.1	12	
Office	Associate Professor	CSD	Cleary, S.	Full	CH	3-08	12.4	12	
Lab	Associate Professor	CSD	Cummine, J.	Full	CH	3-58A	14.6	12	associated with 3-58 CH (lab)
Office	Clinical Educ. Assistant	CSD	Gray, C.	Full	CH	2-63	9.7	9	Corbett Clinic

Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
Workstation	Reception/Office Assistant	CSD	Hessmann, N.	Full	CH	2-70B	7.7	6	Support Staff
Office	Associate Professor	CSD/iRSM	Hodgetts, B.	Full	CSB	6-133	-	0	joint CSD/iRSM (space captured in iRSM)
Office	Professor	CSD/FRM	Hopper, T.	Full	CH	3-48R	-	0	captured in Office of the Dean; seconded to Provost Office
Office	Assistant Professor	CSD	Kim, E.	Full	CH	3-79	16.7	12	
Office	Associate Chair	CSD	McFarlane, L.	Full	CH	3-57	18.3	12	ACCE/Associate Professor
Office	Associate Professor	CSD	Paslawski, T.	Full	CH	2-20	11.9	12	
Office	Chair and Professor	CSD	Pollock, K.	Full	CH	2-70A	18.7	15	
Office	Professor	CSD/iRSM	Rieger, J.	Full	CSB	6-131	-	0	iRSM Director of Research (space captured in iRSM)
Office	Clinical Asst. Professor	CSD	Ruelling, A.	Full	CH	1-105B	10.4	12	Clinical Educator/Lab Coordinator
Office	Administrative Coordinator	CSD	Trombley, E.	Full	CH	2-70C	10.3	9	Support Staff
Office	Professor	CSD	Volden, J.	Full	CH	3-81	16.5	12	
Office		CSD	Vacant	Full	CH	3-69	15.6		
Workstation	Clinical Educators	CSD		Part	CH	1-77	13.7	12	shared office - seasonal (spring/summer & fall)
Workstation	Clinical Asst. Professor	CSD	Diediw, S.	Part	CH	1-75	13.5	6	shared office - 0.4-0.6 FTE
Workstation	Francophone Coordinator	CSD	Gregoret, C.	Part	-	-	-	6	works from home or in touchdown space
Workstation	Clinical Assistant Professor/Clinical Educator	CSD	Martin, D.	Part	CH	1-75	-	6	0.6 to 0.7 FTE
Shared Office	Sessional/Adjunct	CSD			CSB	6-129	-	12	two workstations
Workstation	General Office Clerk	CSD	Richmond, S.	Part	CH	1-102	-	6	Materials Room Clerk for CSD Clinic
Storage		CSD			CH	1-105B1	9.0	9	associated with 1-05B CH (Ruelling)
Meeting		CSD			CSB	6-110A	12.6	12	4-6 people
File Room		CSD			CSB	6-110P	12.7	12	
Copy Room		CSD			CSB	6-111	4.9	6	
Kitchen		CSD			CH	2-70D	5.2	6	associated with 2-70 CH
Storage		CSD			CH	2-70E	8.5	10	associated with 2-70 CH
Reception		CSD			CH	2-70	43.6	15	
Office	*Tenure Track Faculty*	*CSD*	*Future*					*12*	*Audiology Program*
Office	*Tenure Track Faculty*	*CSD*	*Future*					*12*	*Audiology Program*
Office	*Tenure Track Faculty*	*CSD*	*Future*					*12*	*Audiology Program*
Office	*Tenure Track Faculty*	*CSD*	*Future*					*12*	*Audiology Program*
Office	*Tenure Track Faculty*	*CSD*	*Future*					*12*	*Audiology Program*
Office	*Clinical Track Faculty*	*CSD*	*Future*					*12*	*Audiology Program*
Office	*Clinical Track Faculty*	*CSD*	*Future*					*12*	*Audiology Program*
Office	*Clinical Track Faculty*	*CSD*	*Future*					*12*	*Audiology Program*
File Room		*CSD*						*12*	*Audiology Program*
Storage Room		*CSD*						*12*	*Audiology Program*
SUBTOTAL, Department of CSD - Academic Offices and Related Services Space							**325.8**	**397.0**	
Department of Communication Sciences and Disorders - Research Space									
Children's Speech Research Lab	Professor	CSD	Boliek, C	Full	CH	3-61	45.3	40	dry lab module
Swallowing Research Lab	Professor	CSD	Boliek, C	Full	CSB	6-126B	-	0	ACF Mobili-T project - shared with iRSM; dry lab module
Aural Rehab Research	Associate Professor	CSD	Campbell, M.	Full	CSB	6-126E	-	40	dry lab module
Aural Rehab Research	Associate Professor	CSD	Campbell, M.	Full	CSB	6-126F	13.2	0	
Language Development & Disorders Lab	Assistant Professor	CSD	Charest, M.	Full	CH	1-52	30.0	40	dry lab module
Testing Room					CH	1-52A	8.2	9	Language Development & Disorders Lab
Neuro-Pulmonary Rehab Lab	Associate Professor	CSD	Cleary, S.	Full	CSB	6-127	13.2	40	
Cognitive Neuroscience of Reading & Speech Production Lab	Associate Professor	CSD	Cummine, J.	Full	CH	3-58	30.4	40	dry lab module
Reception	Shared	CSD	Cummine, J. Hodge, M.		CSB	6-104	17.0	15	Children's Speech Intelligibility Research and Education (CSPIRE) Lab

Space Category			Staff Information		Current Location		GSP Areas (NASM) 2015/16	GSP Areas (NASM) 2021/22	
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	Existing Area	Space Standard	Comments/Space Attributes
Meeting Room		CSD			CSB	6-104A	14.2	15	Brain Imaging of Reading & Speech Production Lab
Brain Imaging of Reading & Speech Production Lab	Associate Professor	CSD	Cummine, J.	Full	CSB	6-104B	9.0	40	dry lab module
Brain Imaging of Reading & Speech Production Lab	Associate Professor	CSD	Cummine, J.	Full	CSB	6-104C	7.4	0	
Brain Imaging of Reading & Speech Production Lab	Associate Professor	CSD	Cummine, J.	Full	CSB	6-104D	23.7	0	
Brain Imaging of Reading & Speech Production Lab	Associate Professor	CSD	Cummine, J.	Full	CSB	6-104E	2.8	0	associated with 6-104D CSB
Eye Tracking Suite	Associate Professor	CSD	Cummine, J.	Full	CH	1-71	13.8	40	Shared lab; dry lab module
Children's Speech Intelligibility Research and Education (CSPIRE) Lab	TCOS+ Project Lead/Professor Emerita	CSD	Hodge, M.	Full	CSB	6-103	12.0	40	
Adult Language & Cognition Lab	Vice-Dean/Professor	CSD/FRM	Hopper, T	Full	CH	1-98	36.3	40	
Adult Language & Cognition Lab Testing	Vice-Dean/Professor	CSD/FRM	Hopper, T	Full	CH	1-98A	8.5	0	
Aphasia Lab	Assistant Professor	CSD	Kim, E.S.	Full	CH	2-86	39.5	40	dry lab module
Aphasia Lab Testing	Assistant Professor	CSD	Kim, E.S.	Full	CH	2-86B	7.2	0	
Eye Tracking Suite	Assistant Professor	CSD	Kim, E.S.	Full	CH	1-71	-	0	Shared lab
Adult Neurologenics Lab	Associate Professor	CSD	Paslawski, T.	Full	CH	2-88	35.3	40	dry lab module
Child Phonology Lab	Chair	CSD	Pollock, K	Full	CH	2-93	34.6	40	dry lab module
Discourse Analysis Lab	Professor Emerita	CSD	Schneider, P.	Full	CH	1-53	36.9	40	dry lab module
Developmental Pragmatics Lab	Professor	CSD	Volden, J.	Full	CH	1-47	40.2	40	dry lab module
Office	Professor	CSD	Volden, J.	Full	CH	1-47A1	10.7	0	Developmental Pragmatics Lab
Developmental Pragmatics Lab	Professor	CSD	Volden, J.	Full	CH	1-47A2	11.5	0	
Audiology Lab		CSD			CH	2-99	17.9	40	Shared lab - sound suites
Entry Vestibule		CSD			CH	2-99ZZ	6.1	0	
Sound Suite		CSD			CH	2-99A	7.0	10	Associated with 2-99 CH
Sound Suite		CSD			CH	2-99B	5.5	10	Associated with 2-99 CH
Wet Research Lab	*Future Recruit*	*CSD*	*Future*					*75*	*Audiology researcher anticipated*
Dry Reseach Lab	*Future Recruit*	*CSD*	*Future*					*40*	*Audiology Program*
Dry Reseach Lab	*Future Recruit*	*CSD*	*Future*					*40*	*Audiology Program*
Dry Reseach Lab	*Future Recruit*	*CSD*	*Future*					*40*	
Dry Reseach Lab	*Future Recruit*	*CSD*	*Future*					*40*	
SUBTOTAL, Department of Communication Sciences and Disorders - Research Space							**537.1**	**894.0**	
Department of Communication Sciences and Disorders - Instruction - Laboratory, Shop and Studio Space (including Clinical Teaching)									
Teaching Lab		CSD			CH	1-105	86.5	250	Speech, Language, Hearing Teaching Lab
Sound Booth		CSD			CH	1-108B	9.8	10	Sound Booth, Associated with Lab 1-105 CH
Sound Booth		*CSD*						*10*	*add another sound booth - potentially combine with Audiology requirements*
SUBTOTAL, Teaching Lab							**96.3**	**270.0**	
Touchdown	CHEEP	CSD	Brown, C.M.	Part	CH	2-84	-	3	work done within 2-84 CH
Workstation	CHEEP Teacher	CSD	Epp, V.	Full	CH	2-91	5.5	6	
Office	CHEEP	CSD	Freeman, S	Part	CH	2-84	-	3	work done within 2-84 CH
Office	CHEEP Coordinator	CSD	Maschmeyer, J.	Full	CH	2-91	-	9	
Office	CHEEP Therapist Assistant	CSD	Tibault, L.	Full	CH	2-84	-	3	work done within 2-84 CH
Office	CHEEP OT Therapist	CSD	Valente, S.	Part	CH	2-84	-	3	work done within 2-84 CH
Playroom	CHEEP	CSD			CH	2-80	10.4	18	small quiet room, off of classroom
Observation	CHEEP	CSD			CH	2-82	8.4	12	
Classroom	CHEEP	CSD			CH	2-84	38.6	50	classroom for 10 children & 3 adults
Office	CHEEP	CSD			CH	2-95	26.6	24	
Observation	CHEEP	CSD			CH	2-97	6.4	12	Associated with 2-95 CH/Shared with Corbett Clinic

Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
Toy Storage/Cleaning	*CHEEP*	*CSD*						*12*	*sink/counter; storage shelves*
Activity Room	*CHEEP*	*CSD*						*0*	*for gross motor activities; share with Multidisciplinary Student Clinic*
Washroom	*CHEEP*	*CSD*						*5*	*child-friendly washroom, directly accessible from classroom*
SUBTOTAL, CHEEP							**96.0**	**160.0**	
Observation	Corbett Clinic	CSD			CH	1-101	14.9	0	
Exam/Treatment	Corbett Clinic	CSD			CH	1-103	30.9	0	
Storage	Corbett Clinic	CSD			CH	1-102	26.5	0	
Clinical Materials Room	Corbett Clinic	CSD			CH	1-102A	21.0	0	
Storage	Corbett Clinic	CSD			CH	1-104	13.2	0	
Reception	Corbett Clinic	CSD			CH	2-78	42.9	0	
Exam/Treatment	Corbett Clinic	CSD			CH	2-77	10.6	0	
Washroom	Corbett Clinic	CSD			CH	2-76	2.8	0	
Washroom	Corbett Clinic	CSD			CH	2-74	5.5	0	
Exam/Treatent	Corbett Clinic	CSD			CH	2-81	13.2	0	
Exam/Treatent	Corbett Clinic	CSD			CH	2-85	8.7	0	
Exam/Treatent	Corbett Clinic	CSD			CH	2-87	10.4	0	
Observation	Corbett Clinic	CSD			CH	2-97	-	0	Associated with 2-95 CH/Shared with CHEEP
Observation	Corbett Clinic	CSD			CH	2-83	13.4	0	Usage intent - CSD Observation
Observation	Corbett Clinic	CSD			CH	2-89	10.6	0	Usage intent - CSD Observation
Reception	Corbett Clinic	CSD			CP	604	27.5	0	Rehab Med Satellite Clinic
Exam/Treatment	Corbett Clinic	CSD			CP	604A	11.8	0	Rehab Med Satellite Clinic
Observation	Corbett Clinic	CSD			CP	604B	6.4	0	Rehab Med Satellite Clinic
Storage	Corbett Clinic	CSD			CP	604C	7.5	0	Rehab Med Satellite Clinic
Kitchen	Corbett Clinic	CSD			CP	604D	10.2	0	Rehab Med Satellite Clinic
Workstation	Corbett Clinic	CSD	Vacant		CP	604E	21.1	0	Shared workspace for Clinical Educators in Rehab Med Satellite Clinic
Observation	Corbett Clinic	CSD			CP	604F	6.2	0	Rehab Med Satellite Clinic
Exam/Treatment	Corbett Clinic	CSD			CP	604G	13.4	0	Rehab Med Satellite Clinic
Observation	Corbett Clinic	CSD			CP	604H	8.3	0	Rehab Med Satellite Clinic
Exam/Treatment	Corbett Clinic	CSD			CP	604J	10.8	0	Rehab Med Satellite Clinic
Observation	Corbett Clinic	CSD			CP	604K	7.7	0	Rehab Med Satellite Clinic
Exam/Treatment	Corbett Clinic	CSD			CP	604L	13.2	0	Rehab Med Satellite Clinic
SUBTOTAL, Corbett Clinic							**368.4**	**0.0**	in the future, consolidate into the Multidisciplinary Student Clinic
TOTAL, Department of Communication Sciences and Disorders - Instruction - Laboratory, Shop and Studio Space (including Clinical Teaching)							**560.6**	**430.0**	
TOTAL, DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS							**1,423.5**	**1,721.0**	
DEPARTMENT OF OCCUPATIONAL THERAPY									
Department of Occupational Therapy - Academic Offices and Related Services Space									
Office	Assistant Professor	OT	Bremault-Phillips, S.	Full	CH	3-14	12.8	12	
Office	Professor	OT	Brintnell, S.	Full	CH	3-04	14.3	12	
Office	Professor	OT	Brown, C.A.	Full	CH	2-02	11.5	12	
Office	Assistant Professor	OT	Chen, S-P.	Full	CH	2-30	16.1	12	
Office	Professor	OT	Esmail, S.	Full	CH	2-60	24.8	12	
Office	Assistant Professor	OT	Ferrazzi, P.	Full	Ch	3-73	14.8	12	July 1, 2016 Start Date
Office	Assistant Professor	OT	Forhan, M.	Full	CH	3-20	12.8	12	
Office	Assistant Professor	OT	Guptill, C	Full	CH	3-71	14.8	12	
Office	Assistant Professor	OT	Hodgetts, S.	Full	CH	2-16	13.1	12	
Office	Assistant Professor	OT	Leung, A.	Full	CH	2-12	12.7	12	
Office	Chair/Professor	OT	Liu, L.	Full	CH	2-64C	17.4	15	
Office	APO	OT	MacRitchie, D.	Full	CH	2-64B	15.5	12	
Office	Professor	OT	McConnell, D.	Full	CH	3-66A	12.4	12	
Office	Associate Dean/Professor	OT	Misiaszek, J.	Full	CH	1-86	14.0	0	space captured under Office of the Dean
Office	Assistant Professor	OT	Phelan, S.	Full	CH	2-08	11.7	12	
Office	Assistant Professor	OT	Roduta Roberts, M.	Full	CH	3-06	12.8	12	
Office	Assistant Professor	OT	Schmitz, C.	Full	CH	2-32	20.0	12	contract teaching
Office	Associate Professor	OT	Taylor, E.	Full	CH	3-22	14.3	12	
Workstation	Sessional	OT	Werther, K.	Full	CH	3-73	-	6	could be in shared office
Workstation	Executive Assistant	OT	Barss, D.	Full	CH	2-64A	12.2	6	
Workstation	Sessional	OT	Hulzenga, J.	Part	CH	3-78	-	6	could be in shared office

Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
Office	Coordinator	OT	Kolber, L.	Part	CH	2-32	-	9	Clinical Education (ICPs- Edmonton)
Touchdown	Professor Emerita	OT	Magill-Evans, J.	Part	CSB	6-135	-	3	existing space captured under CSD (shared office)
Workstation	Sessional	OT	Park, E.	Part			0.0	6	could be in shared office
Workstation	Administrative Assistant	OT	Cho, S	Full	CH	2-64	47.9	6	
Workstation	Occupational Therapy Assistant	OT	Finnigan C.	Full	CH	3-29	13.1	6	Occupational Therapy
Office	Clinical Education Administrive Assistant	OT	Green, M.	Full	CH	2-23	12.6	9	support
Workstation	Assistant	OT	Papineau, J.	Full	CH	2-62	8.4	6	Academic Student Records
Closet		OT			CH	2-64A1	0.9	2	associated with 2-64A CH
Storage		OT			CH	2-64D	11.9	15	
Kitchen		OT			CH	2-64E	2.8	6	
Copy Room		OT			CH	2-64F	5.9	9	
Storage		OT			CH	3-27	11.4	15	associated with 3-21 CH
Office	*Professor*	*OT*	*Future*					*12*	*Tenure Track*
SUBTOTAL, Department of OT - Academic Offices and Related Services Space							**392.6**	**329.0**	
Department of Occupational Therapy - Research Space									
Sensory Motor Research Lab	Professor	OT	Misiaszek, J.	Full	CH	1-88	50.0	75	wet research lab module
Storage					CH	1-88A	9.4	0	Sensory Motor Research Lab
Animal Research Laboratory	Professor	OT	Misiaszek, J.	Full	HMRC	506	-	0	Wet lab/Shared with PT (Fouad); space captured under FRM
Storage					HMRC	506A	-	0	Animal Research Lab/Shared space with PT; space captured under FRM
Storage					CH	1-94A	1.4	6	Psychosocial and Education Lab (PERL)
Psychosocial and Education Lab (PERL)	Assistant Professor	OT	Bremault-Phillips, S. Roduta Roberts, M. Chen, S.	Full	CH	1-94	67.7	40	dry lab module
Sleep, Pain and Knowledge Translation Lab	Assistant Professor	OT	Bremault-Phillips, S.	Full	CH	1-45	-	0	Shared Lab
Sleep, Pain and Knowledge Translation Lab	Professor	OT	Brown, C.A. Bremault-Phillips, S. Lui, L.	Full	CH	1-43	48.7	40	dry lab module
Sleep, Pain and Knowledge Translation Lab	Professor	OT	Brown, C.A. Lui, L.	Full	CH	1-45	62.0	0	shared lab
Sexuality and Disability Lab	Professor	OT	Esmail, S.	Full	CH	1-45	-	0	shared lab
Bariatric Care and Rehabilitation Research Lab	Assistant Professor	OT	Forhan, M.	Full	CH	1-46	39.5	40	dry lab module
Bariatric Care and Rehabilitation Research Lab	Assistant Professor	OT	Forhan, M.	Full	ECHA	3-027	64.0	40	dry lab module
Supporting Kids and Inclusion Participation (SKIP) Lab	Assistant Professor	OT	Hodgetts, S. Phelan, S.	Full	CH	3-78	46.6	40	dry lab module
Workstation	Research Assistant	OT	Janzen, W.	Part	CH	1-46	-	6	Bariatric Care and Rehabilitation Research Lab/Shared lab
Cognitive Rehabilitation and Neuroimaging Lab	Assistant Professor	OT	Leung, A.	Full	CH	1-48	37.7	40	dry lab module
Family and Disability Studies	Professor	OT	McConnell, D.	Full	CH	3-66	35.5	40	dry lab module
Workstation	Research Assistant	OT	Mundt, C.	Full	ECHA	3-027A	10.7	6	
Workstation	Research Assistant	OT	Sluggett, B.	Full	CH	1-94	-	6	Psychosocial and Education Lab (PERL)
Workstation	Research Associate	OT	Seida, J.	Full	CH	1-46	-	6	Bariatric Care and Rehabilitation
Lab		OT			CH	2-75	79.8	40	Multi-Purpose Space
Observation		OT			CH	2-75A	6.2	10	Associated with 2-75 CH
Entry	Smart Condo™	OT			ECHA	2-350	10.0	10.0	shared use space
Closet	Smart Condo™	OT			ECHA	2-350A	2.0	2.0	shared use space

Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
Washroom	Smart Condo™	OT			ECHA	2-350B	4.4	4.4	shared use space
Bedroom	Smart Condo™	OT			ECHA	2-350C	13.4	13.4	shared use space
Living Room	Smart Condo™	OT			ECHA	2-350D	26.3	26.3	shared use space
Kitchen/Dining	Smart Condo™	OT			ECHA	2-350E	11.1	11.1	shared use space
Musicians' Health and Work Laboratory		*OT*	*Guptill, C.*					*40*	*dry lab module*
Social Justice in First Nations Health		*OT*	*Ferrazzi, P.*					*40*	*dry lab module*
Lab	*New Recruit*	*OT*	*Future*					*75*	*wet or dry lab module (TBD)*
SUBTOTAL, Department of Occupational Therapy - Research Space							**626.5**	**657.2**	
Department of OT - Instruction - Laboratory, Shop and Studio Space (including Clinical Teaching)									
Teaching Lab	Professor	OT	Brintnell, S.	Full	CH	1-80	41.4	40	Space shared with OPAU
Teaching Lab		OT			CH	1-84	42.1	40	
Teaching Lab		OT			CH	3-01	103.4	120	Divided with 3-07
Teaching Lab		OT			CH	3-07	151.6	180	Divided with 3-01
Teaching Lab	Active and Daily Living Suite	OT			CH	3-21	72.3	75	residential set-up including a washer/dryer
Washroom	Active and Daily Living Suite	OT			CH	3-23	6.2	12	new layout requires tub/shower
Equipment Storage	*Active and Daily Living Suite*	*OT*						*30*	
Teaching Lab		*OT*						*40*	*add another teaching lab module similar to CH 1-84*
Clinic	OPAU	OT			CH	1-78	29.5	0	
Storage	OPAU	OT			CH	1-78A	13.9	0	
Office	Clinical Services Officer	OT	Roxburgh, M.	Full	CH	1-78	-	12	OPAU
SUBTOTAL, Department of OT - Instruction - Laboratory, Shop and Studio Space (including Clinical Teaching)							**460.4**	**549.0**	in the future, consolidate into the Multidisciplinary Student Clinic
TOTAL, DEPARTMENT OF OCCUPATIONAL THERAPY							**1,479.5**	**1,535.2**	
DEPARTMENT OF PHYSICAL THERAPY									
Department of Physical Therapy - Academic Offices and Related Services Space									
Office	Professor	PT	Beaupre, L.	Full	CSB	6-110B	15.6	12	Additonal AHS Lab
Office	Assistant Professor	PT	Bostick, G.	Full	CH	3-12	13.6	12	Clinical Track
Office	Coordinator	PT	Bredy, H.	Full	CH	3-43	15.1	9	ACCE
Office	Assistant Professor	PT	Chepeha, J.	Full	CH	2-14	11.9	12	Clinical Track
Office	Professor	PT	Crites-Battie, M.	Full	CH	3-44K	14.2	12	
Office	Clinical Asst Professor	PT	Dao, K.	Full	CH	1-73	13.5	12	Clinical Track
Office	Professor	PT	Fouad, K.	Full	CH	3-87	17.4	12	
Office	Professor	PT	Gross, D.	Full	CH	3-28	15.1	12	
Office	Associate Professor/Associate Chair	PT	Hall, M.	Full	CH	2-50B	12.6	12	
Office	Dean/Professor	PT	Haennel, R.	Full	CH	3-48C	-	0	space captured under Office of the Dean
Office	Professor	PT	Jones, A.	Full	CH	3-44C	12.2	12	
Office	Professor	PT	Kawchuk, G.	Full	CH	3-44B	12.3	12	
Office	Associate Professor	PT	McNeely, M.	Full	CH	3-44L	13.7	12	
Office	Professor	PT	Magee, D.	Full	CH	3-02	14.4	12	
Office	Associate Dean/Professor	PT	Manns, P.	Full	CH	2-06	11.9	0	space captured under Office of the Dean
Office	Clinical Assistant Professor/Associate Dean/Associate Professor	PT/FRM	Martin, B.	Full	CH	3-48E	-	0	current space captured under Office of the Dean
Office	Clinical Asst Professor	PT	Muir, I.	Full	CH	1-37	14.0	12	Clinical Track
Office	Clinical Asst Professor	PT	Norton, B.	Full	CH	2-04	13.1	12	Canadian Physical Therapy Practice Program Co-Director/Clinical Track
Office	Assistant Professor	PT	Parent, E.	Full	CSB	6-110G	11.9	12	Clinical Scientist
Office	Assistant Professor	PT	Whittaker, J.	Full	CH	3-16	14.3	12	
Office	Assistant Professor	PT/GSSMC	Whittaker, J.	Full	KEC	2D134	-	0	space captured under GSC
Office	Assistant Professor	PT	Wiart, L.	Full	CH	3-60	14.9	12	
Office	Associate Professor	PT	Woodhouse, L.	Full	CH	3-10	12.2	12	
Office	Professor	PT	Yang, J.	Full	CH	3-75	15.6	12	Interim Chair
Office	Chair	PT	Vacant		CH	2-50F	18.0	15	
Office	Postdoctoral Fellow	PT			CH	3-44D	10.6	12	(Crites-Battie)

Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
Office	Postdoctoral Fellow	PT			CH	3-44E	10.7	12	(McNeely)
Office	Postdoctoral Fellow	PT			CH	3-44J	10.8	12	(McNeely)
Office	Associate Professor	PT	Loucks, T.		CSB	6-125	12.6	12	
Workstation	Receptionist	PT	Ackerman, C.	Full	CH	2-50	53.6	6	
Workstation	Executive Assistant	PT	Brown, K.	Full	CH	2-50E	9.0	6	Department Chair
Office		PT	Dick, D	Full	CSB	6-110H	11.9	12	PT and AHS
Workstation		PT	Fong, E.	Part	CSB	6-107	-	6	
Workstation		PT	Gau, G.	Part	CSB	6-110J	16.7	6	
Office		PT	Haugland, M.	Full	CSB	6-110E	11.9	12	
Office	Academic Assistant	PT	Heisler-Schafer, T.	Full	CH	2-40	13.5	12	
Office		PT	Lou, E	Full	CSB	6-110F	11.9	12	
Workstation	Admissions and Awards Assistant	PT	Luff, G.	Full	CH	2-50A	10.0	6	
Workstation	APO	PT	Lynch, S.	Full	CH	2-50D	10.6	9	
Workstation		PT	Mollins, J.	Part	CSB	6-110J	-	6	Student Clinic
Workstation	PT Assistant	PT	Chan, W.	Part	CH	1-25	-	6	Student Clinic
Workstation		PT	Papps, A.	Full	CSB	6-110N	6.0	6	
Workstation	Clnical Education Assistant	PT	Peters, A.	Part	CH	2-50C	10.3	6	
Office		PT	Schaapman, I	Full	CSB	6-110D	12.0	12	
Workstation	Research Coordinator	PT	Shearer, K.	Full	CSB	6-110M	-	9	Space shared with students
Office		PT	Silveira, A.	Full	CSB	6-110C	11.7	12	
Workstation	Research Assistant	PT	Simon, M.	Full	CH	1-39	13.9	6	
Workstation		PT	Stucker, E	Part	CSB	6-110J	-	6	
Workstation	Postdoctoral Fellow	PT			CH	3-44M	13.5	6	(Crites-Battie)
Office	Research Coordinator	PT			CH	3-41	15.8	12	Temporary use (Fouad)
Office	Canadian Physical Therapy Practice Program	PT			CH	2-28	32.7	12	
Office	Clinical Lecturer/Coordinator	PT	Barnes, M.	Full	CH	2-28	-	9	Canadian Physical Therapy Practice Program
Storage		PT			CH	2-50G	17.1	24	AV Equipment
Kitchen		PT			CH	2-50H	2.6	6	associated with 2-50 CH
Server		PT			CH	3-44G	1.0	5	
SUBTOTAL, Department of Physical Therapy - Academic Offices and Related Services Space							**637.7**	**530.0**	
Department of Physical Therapy - Research Space									
Spinal Cord Injury and Plasticity Lab	Professor	PT	Fouad, K.	Full	CH	3-88	29.1	75	Wet Lab
Storage					CH	3-88A	7.2	0	associated with 3-88 CH
Lab Entry/ Ante Room					CH	3-88ZZ	5.9	0	associated with 3-88 CH
Spinal Cord Injury and Plasticity Lab	Professor	PT	Fouad, K.	Full	CH	3-84	34.7	0	offices are captured above
Spinal Cord Injury and Plasticity Lab	Professor	PT	Fouad, K. Yang, J.	Full	CH	1-93	34.2	40	Dry Lab module
Animal Research Lab	Professor	PT	Fouad, K.	Full	HMRC	506	-	0	Wet Lab/Shared with OT (Misiaszek); space captured under FRM
Storage					HMRC	506A	-	0	Animal Research Lab/Shared space with OT
Workstation	Assistant	PT	Bourassa, L	Full	CH	3-70	-	6	
Workstation	Support Staff	PT	Connors, C.	Full	CH	3-74	-	6	support
Workstation	Support Staff	PT	Forero, J.	Full	CH	1-93	-	6	support
Simulation Lab	Associate Professor/Associate Chair	PT	Hall, M.	Full	CH	3-44F	34.3	0	Simulation Lab accommodated in teaching space
Clinical Exercise Physiology Lab	Dean - Interim/Professor	PT/FRM	Haennel, R	Full	CH	1-79	54.9	40	dry lab module
Workstation	Lab Technician	PT	Hurd, C.	Full	CH	3-74	-	6	Clinic For Ambulatory Rehabilitation Research and Education (CARRE)
Workstation	Support Staff	PT	Lissinna, B.	Full	CH	3-68	-	6	
Workstation	Support Staff	PT	Livingstone, D.	Full	CH	3-74	-	6	
Sports Therapy Lab	Professor	PT	Magee, D. Beaupre, L. Chepeha, J.	Full	CH	1-42	69.9	80	two dry lab modules
NeuroActive Lab	Professor	PT	Manns, P.	Full	CH	3-70	35.3	40	dry lab module
Observation					CH	3-70A	12.3	12	NeuroActive Lab
Cancer Rehab Lab	Associate Professor	PT	McNeely, M.	Full	CH	1-38	87.7	80	two dry lab modules; multi user space

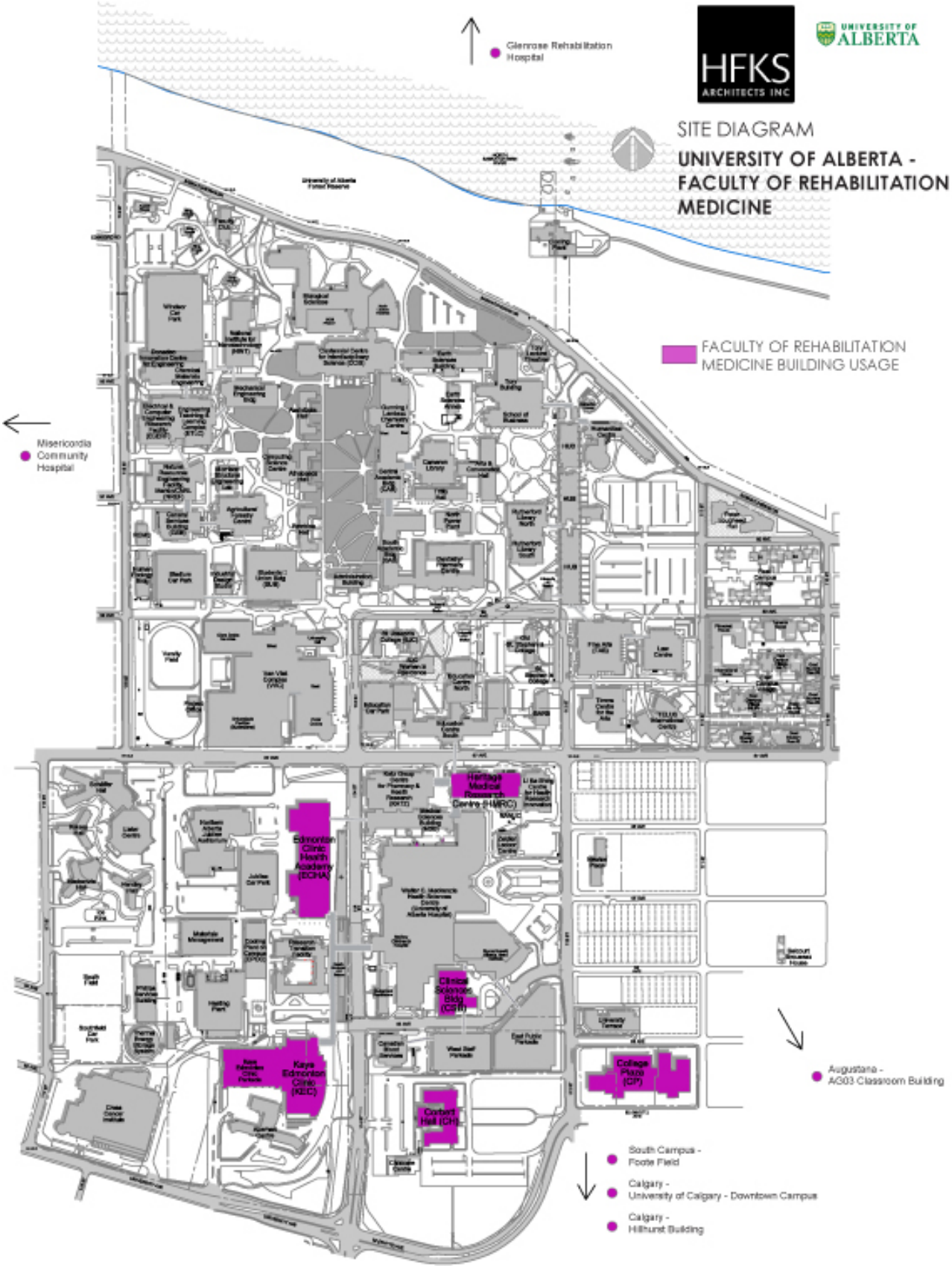
Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
Scoliosis Lab	Associate Professor	PT	Parent, E.	Full	CSB	6-107	74.5	80	two dry lab modules
Surface Topography/ Ultrasound Imaging	Associate Professor	PT	Parent, E.	Full	UAH	3H1.03	27.5	27.5	dry lab module - FoMD
Exam/Treatment					CSB	6-107A	7.9	12	Scoliosis Lab
Clinical Support					CSB	6-107B	16.7	12	Scoliosis Lab
Workstation	Lab Technician	PT	Teves, M.	Full	CH	3-74	-	6	Clinic For Ambulatory Rehabilitation Research and Education (CARRE)
Spinal Cord Injury and Plasticity Lab	Lab Technologist	PT	Vavrek, R.	Full	CH	3-88	-	6	
Muscleskeletal Health Lab	Assistant Professor	PT	Woodhouse, L.	Full	CH	1-81	50.4	40	dry lab module
NeuroActive Lab	Assistant Professor	PT	Wiart, L.	Full	CH	3-70	-	0	Shared Lab
Observation					CH	3-70A	-	0	NeuroActive Lab
Clinic For Ambulatory Rehabilitation Research and Education (CARRE) Lab	Professor	PT	Yang, J.	Full	CH	3-74	44.2	40	dry lab module
Motor Control Lab	Professor	PT	Yang, J.	Full	CH	3-68	46.1	40	Motor Control Lab; dry lab module
CARRE Lab	Professor	PT	Yang, J.	Full	CH	3-82	51.5	40	dry lab module
Instrumentation Lab		PT			CH	3-44A	12.5	12	(Kawchuck)
Rehab Robotics Lab	Professor	PT	Kawchuk, G.	Full	ECHA	2-545	22.5	40	dry lab module
Rehab Robotics Lab	Assistant Professor	FRM/PT	Adams, K.	Full	ECHA	2-545	-	0	Research Appointment-Adjunct (space captured under Academic Offices)
Rehab Robotics Lab	Professor	FRM/PT	Feguson-Pell, M.	Full	ECHA	2-545	-	0	Vice-Principal, PLLC (space captured under Academic Offices)
Workstation	PhD Student	PT	Funabashi, M.	Part	ECHA	2-545	-	3	Kawchuck Research Group
Workstation	PhD Student	PT	Hadizadeh, M.	Part	ECHA	2-545	-	3	Kawchuck Research Group
Workstation	PhD Student	PT	Jun, P.	Part	ECHA	2-545	-	3	support
Workstation	PhD Student	PT	Casciaro, Y.	Part	ECHA	2-545	-	3	Kawchuck Research Group
Workstation	PhD Student	PT	Salimi, Z.	Full	ECHA	2-545	-	3	Ferguson-Pell Research Group
Workstation	MSc Student	PT	Sequiera, C.	Full	ECHA	2-545	-	3	Ferguson-Pell Research Group
Workstation	Research Associate	PT	Hamiluk, K.	Full	ECHA	2-545	-	6	Ferguson-Pell Research Group
Meeting		PT			ECHA	2-545A	9.4	12	
Rehab Robotics Lab		PT			ECHA	2-555	107.1	75	wet lab module
Storage		PT			ECHA	2-555A	2.1	5	
Muscleskeletal Health Lab	Assistant Professor	PT	Whittaker, J.	Full	CH	1-81	-	40	dry lab module - currently shares lab with L. Woodhouse
Epidemiology Lab	Professor	PT	Jones, A.	Full	CH	3-44	-	20	half a dry lab module
Pain Clinic	Assistant Professor	PT	Bostick, G.	Full	CH	1-26	-	0	currently using PT Student Clinic but will use the Multidisciplinary Student Clinic for future research
Lab	*New Recruit*	*OT*	*Future*					*75*	*wet or dry lab module (TBD)*
SUBTOTAL, Department of Physical Therapy - Research Space							**877.6**	**1,009.5**	
Department of PT - Instruction - Laboratory, Shop and Studio Space (including Clinical Teaching)									
Teaching Lab		PT			CH	1-10	267.8	300	
Storage		PT			CH	1-10A	2.3	90	provide storage approx. 30% of teaching lab size
Storage		PT			CH	1-10B	12.7	0	
Storage		PT			CH	1-10C	21.6	0	
Storage		PT			CH	1-10D	26.9	0	
Storage		PT			CH	1-10E	18.4	0	
Storage		PT			CH	1-10F	7.9	0	
Student Practice		PT			CH	1-58	67.0	75	
Lab	Student PT Clinic	PT			CH	1-26	91.8	0	
Storage	Student PT Clinic	PT			CH	1-26A	9.2	0	
Lab	Student PT Clinic	PT			CH	1-30	67.5	0	
Storage	Student PT Clinic	PT			CH	1-36	30.5	0	associated with 1-38 & 1-30 CH
Storage	Student PT Clinic	PT			CH	1-36A	13.5	0	associated with 1-38 & 1-30 CH
Workstation	Student PT Clinic	PT	Murphy, J.	Part	CH	1-26	-	6	
Office	Physical Therapist Assistant	PT	McDougall, C.		CH	1-25	14.5	12	Student Clinic Office
Storage	Student PT Clinic	PT			CH	1-25A	1.0	0	associated with 1-25 CH

Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
Teaching Lab		*PT*						*80*	*add another teaching lab module which will allow for more flexible teaching, including the use of exercise equipment and walking space*
SUBTOTAL, Department of PT - Instruction - Laboratory, Shop and Studio Space							**652.7**	**563.0**	in the future, consolidate into the Multidisciplinary Student Clinic
TOTAL, DEPARTMENT OF PHYSICAL THERAPY							**2,168.0**	**2,102.5**	
GLEN SATHER SPORTS MEDICINE CLINIC									
Academic Offices and Related Services Space									
Office	Executive Director	GSSMC	vacant	Full			-	12	
Office	Research Director	GSSMC/PT	Whittaker, J.	Full	KEC	2D134	-	12	
Office	Director, Rehab.	GSSMC	Hallworth, I.		KEC	2D124	11.5	12	
Office	Medical Director, Sports Medicine	GSSMC	Defreitas, T.		KEC	2D140	11.4	12	
Office	Surgery Co-Directors	GSSMC	Bouliane, M./ Otto, D.		KEC	2D138	12.1	12	
Office	Varsity Health	GSSMC	various		KEC	2D122	11.8	12	
Office	Physicians	GSSMC	shared		KEC	2D133	12.4	12	
Office	Physicians	GSSMC	shared		KEC	2D136	12.2	12	
Office	Physicians	GSSMC	shared		KEC	2D137	12.7	12	
Office	Physicians	GSSMC	shared		KEC	2D139	12.1	12	
Office	Clinical Scientist	GSSMC	vacant	Full	KEC	2D134	12.2	12	
Office	Office Administrator	GSSMC	Brouillette, G.	Full	KEC	2D135	11.7	12	
Workstation	Orthopedic Medical Referral Coordinator	GSSMC	Backstrom, T.	Full	KEC	2D130	76.1	9	
Workstation	Sport & Exercise Medical Referral Coordinator	GSSMC	Brent, L.	Full	KEC	2D130	-	9	
Workstation	Referral Coordinator/ Administrative Assistant	GSSMC	Gomes, B.	Full	KEC	2D130	-	9	
Workstation	Program Planner	GSSMC	McQuillan, L.	Full	KEC	2D130	-	6	
Workstation	Accounting Assistant	GSSMC	Patel, M.	Full	KEC	2D130	-	6	
Workstation	Accounting Assistant	GSSMC	Wagner, C.	Full	KEC	2D130	-	6	
Workstation	Accounting Assistant	GSSMC	O'Brien, K.	Cas	KEC	2D130	-	6	
Workstation	Transcriptionist	GSSMC	Rossman, A.	Full	KEC	2D130	-	6	
Workstation	Receptionist	GSSMC	Johnson, R.	Full	KEC	2D130	-	6	
Workstation	Receptionist	GSSMC	Maas, A.	Cas	KEC	2D130	-	0	shared workstation
Workstation	Receptionist	GSSMC	Funston, M.	Cas	KEC	2D130	-	0	shared workstation
Workstation	Medical Receptionist	GSSMC	Querengesser, S.	Full	KEC	2D130	-	6	
Workstation	Receptionist	GSSMC	Morgan, L.	Cas	KEC	2D130	-	0	shared workstation
Workstation	Receptionist	GSSMC	Nelson, J.	Cas	KEC	2D130	-	0	shared workstation
Workstation	Receptionist	GSSMC	Reid, A.	Cas	KEC	2D130	-	0	shared workstation
Workstation	Receptionist	GSSMC	Toller, B.	Cas	KEC	2D130	-	0	shared workstation
Workstation	Receptionist	GSSMC	Zhao, N.	Cas	KEC	2D130	-	0	shared workstation
Workroom	Fellows/Residents	GSSMC	various		KEC	2D141	13.5	15	touchdown space for fellows, residents
Copy Room		GSSMC			KEC	2D131	11.6	12	
Conference		GSSMC			KEC	2D123	31.2	30	12-15 people
Storage		GSSMC			KEC	2D120	15.0	15	
Reception/Waiting		GSSMC			KEC	2D101	81.9	60	includes waiting area for 40
Meeting Room		*GSSMC*						*30*	*12-15 people*
Storage Room		*GSSMC*						*15*	
SUBTOTAL, Academic Offices and Related Services Space							**349.4**	**390.0**	
Instruction - Laboratory, Shop and Studio Space (including Clinical Teaching)									
Exam/Treatment	Programs Attendant - Physio	GSSMC	Metcalfe, S.	Cas	KEC	2C120	250.6	250	open treatment area
Exam/Treatment	Programs Attendant - Physio	GSSMC	Miller, J.	Part	KEC	2C120	-	0	
Exam/Treatment	Physical Therapy Assistant	GSSMC	Norsworthy, K.	Full	KEC	2C120	-	6	
Exam/Treatment	Physical Therapy Assistant	GSSMC	Reardon, M.	Cas	KEC	2C120	-	0	shared workstation
-	LPN	GSSMC	Shelton, M.	Full	-	-	-	0	no workstation - works throughout clinic
Exam/Treatment		GSSMC			KEC	2C120Y	54.8	60	plinth area
Exam/Treatment		GSSMC			KEC	2C120Z	64.8	60	plinth area
Exam/Treatment		GSSMC			KEC	2C121	7.8	12	

Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
Exam/Treatment		GSSMC			KEC	2C123	7.7	12	
Washroom		GSSMC			KEC	2C124	5.0	6	unisex
Exam/Treatment		GSSMC			KEC	2C125	9.4	12	
Lockers		GSSMC			KEC	2C126	10.9	12	staff
Washroom		GSSMC			KEC	2D101Y	5.7	6	unisex
Reception		GSSMC			KEC	2D101Z	20.5	24	
Exam/Treatment		GSSMC			KEC	2D102	10.5	12	
Reception		GSSMC			KEC	2D103	23.8	24	
Storage		GSSMC			KEC	2D103Z	2.7	0	
Exam/Treatment		GSSMC			KEC	2D104	12.5	12	
Workstation	Medical Office Assistant	GSSMC	Bressmer, C.	Full	KEC	2D105	12.2	12	two workstations - one for Oliver PCN employee
Exam/Treatment		GSSMC			KEC	2D106	12.6	12	
Exam/Treatment		GSSMC			KEC	2D107	15.9	12	
Exam/Treatment		GSSMC			KEC	2D108	11.3	12	
Clinic Support		GSSMC			KEC	2D109	18.6	24	
Exam/Treatment		GSSMC			KEC	2D110	12.6	12	
Workstation		GSSMC			KEC	2D111	12.2	12	two workstations
Exam/Treatment		GSSMC			KEC	2D112	12.5	12	
Exam/Treatment		GSSMC			KEC	2D113	16.0	12	
Exam/Treatment		GSSMC			KEC	2D114	11.3	12	
Exam/Treatment		GSSMC			KEC	2D115	14.2	12	
Exam/Treatment		GSSMC			KEC	2D116	12.3	12	
Exam/Treatment		GSSMC			KEC	2D117	13.4	12	
Washroom		GSSMC			KEC	2D118	5.4	6	unisex
Clinic Support		GSSMC			KEC	2C129	17.5	18	
Charting Space		GSSMC			KEC	2C119	26.9	30	patient charting
Charting Space		GSSMC			KEC	2C128	18.8	18	
Exam/Treatment Area	PRAC	GSSMC			FF	01-111	276.4	305	space belongs to FPER, but loaned to GSSMC to operate PRAC
Lockers/Change	PRAC	GSSMC			FF	01-144	125.9	125	space belongs to FPER, but loaned to GSSMC to operate PRAC
Washroom/Showers	PRAC	GSSMC			FF	01-144B	31.3	30	space belongs to FPER, but loaned to GSSMC to operate PRAC
SUBTOTAL, Instruction - Laboratory, Shop and Studio Space (including Clinical Teaching)							**1,164.1**	**1,208.0**	
TOTAL, GLEN SATHER SPORTS MEDICINE CLINIC							**1,513.45**	**1,598.00**	
INSTITUTE FOR STUTTERING TREATMENT AND RESEARCH (ISTAR)									
ISTAR, Edmonton (Level 15 College Plaza)									
Office	Executive Director	ISTAR	Haq, A	Full	CP	1503	17.2	15	
Reception/Waiting		ISTAR			CP	1500	30.5	18.0	reception desk and seating for 6-8
Workstation	Clinical Adminstrative Assistant	ISTAR	Vacant	Full	CP	1500	-	6	
Workstation	Adminstative Assistant	ISTAR	DeVouge, M	Part	CP	1504	15.4	6	
Exam/Treatment	Clinician	ISTAR	vacant	Full	CP	1506	12.6	12	
Exam/Treatment	Clinician	ISTAR	Harasym, J.	Sess	CP	1507	22.4	12	
Lab		ISTAR	Loucks, T.	Full	CP	1502	14.7	0	Filled by Chair in Stuttering
Office	Associate Professor	CSD	Loucks, T.		CP	1514	20.5	12	Chair in Stuttering
Exam/Treatment	Clinical Director/Clinician	ISTAR	Lomheim, H.	Full	CP	1513	29.7	12	
Exam/Treatment	Clinician	ISTAR	Quittenbaum, J.	Part	CP	1511	13.0	12	
Exam/Treatment	Clinician	ISTAR	Thompsen, S.	Part	CP	1510	12.6	12	
Exam/Treatment		ISTAR	vacant		CP	1505	12.1	12	
File Storage		ISTAR			CP	1501	9.7	9	
Children Waiting Area		ISTAR			CP	1509	12.8	12	
Workstation	Research Assistant	ISTAR	Vacant		CP	1504	-	6	seasonal support
Exam/Treatment	Clinician	ISTAR	Vacant		CP	1508	13.5	12	
Training	Clinical Educators	ISTAR	Varies		CP	1512	21.8	24	
Meeting Room		ISTAR			CP	1515	35.9	36	18-20 people
Storage		ISTAR			CP	1516	16.1	15	Lab Equipment and data storage
Exam/Treatment		ISTAR	Vacant		CP	1517	12.1	12	Polycom system
Waiting Area		ISTAR			CP	1518	21.1	24	
Storage		ISTAR			CP	1519	8.4	9	toys and materials; toy cleaning
Kitchen		ISTAR			CP	1520	19.2	12	
Lab	Associate Professor	ISTAR/CSD	Loucks, T.	Full	CSB	6-102	44.4	40	ISTAR Research Lab
Lab	Associate Professor	ISTAR/CSD	Loucks, T.	Full	CSB	6-102A	16.2	40	ISTAR Research Lab
Lab Equipment Room		*ISTAR*						*15*	*specialty equipment related to research*
Storage		*ISTAR*						*12*	*lab data/files*

Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
Group Room		*ISTAR*						*24*	*shared among research teams*
SUBTOTAL, ISTAR Edmonton							**431.7**	**431.0**	
ISTAR, Calgary									ISTAR will be relocating to Level 1, Calgary Centre (UofC) in Fall 2017
Reception		ISTAR					34.1	24	
Workstation	Adminstative Assistant	ISTAR	Hussain, M.	Part			-	6	associated with 401 HH
Office		ISTAR					14.2	12	
Office		ISTAR					14.5	12	
Exam/Treatment	Clinician	ISTAR	Haynes, E.	Full			11.0	12	
Exam/Treatment	Clinician	ISTAR	vacant	Full			11.2	12	
Storage		ISTAR					16.0	9	
Storage								*12*	*lab data/file/multipurpose*
Training Room								*24*	*could also be used for meetings*
SUBTOTAL, ISTAR Calgary							**101.1**	**123.0**	
TOTAL, INSTITUTE FOR STUTTERING TREATMENT AND RESEARCH							**532.8**	**554.0**	
ALBERTA CENTRE FOR THE AGING (ACA)									
Office	Professor	CSD	Misiaszek, J.	Full	CH	3-48E	-	0	space captured under Office of the Dean
Office	*Director*	*CSD*	*Future*					*15*	
Workstation	*adminstrative assistant*	*CSD*	*Future*					*6*	
Meeting Room		*CSD*						*0*	*access to shared meeting space*
TOTAL, ALBERTA CENTRE FOR THE AGING (ACA)							**0.0**	**21.0**	
REHABILITATION RESEARCH CENTRE (RRC)									
Workstation		FRM	Armijo Olivo, S	Part	CH	3-62	-	6	support
Office		RRC			CH	3-62	48.2	40	
Workstation	Student	FRM			CH	3-62	-	6	
Workstation	Student	FRM			CH	3-62	-	6	
Workstation	Student	FRM			CH	3-62	-	6	
TOTAL, REHABILITATION RESEARCH CENTRE (RRC)							**48.2**	**64.0**	
INSTITUTE FOR RECONSTRUCTIVE SCIENCES in MEDICINE (iRSM)									
Academic Offices and Related Services Space									
Office	Associate Professor	CSD	Hodgetts, B.	Full	CSB	6-133	13.2	12	joint CSD/iRSM appointment
Office	Director of Research	CSD	Rieger, J.	Full	CSB	6-131	13.2	12	joint CSD/iRSM appointment
Office	Electrical Engineer	CSD	Kamal, F.	Part				9	iRSM
Office		iRSM			CSB	6-129	13.2	0	
Workstation		FRM	Papadopoulos, G.	Part			0.0	6	Covenant Health
Workstation	Designer	CSD	King, B.	Part	CSB	6-126	-	6	
Workstation	Biomedical Engineer	CSD	Kuffel, K.	Full	CSB	6-126	-	6	
Workstation	Biomedical Engineer	CSD	Scott, D.	Full	CSB	6-126	-	6	
Workstation	Computer Scientist	CSD	McPhee, K.	Full	CSB	6-126D	13.2	6	Swallowing Research Lab/ ACF Mobili-T project
Workstation	Postdoctoral Fellow	OT	Rashid, M.	Full	CH	3-78	-	6	Hodgetts Research Group
Workstation	PhD Student	CSD	Constantin-escu, G.	Full	CSB	6-126C	-	3	Swallowing Research Lab (Rieger and Hodgetts)
Workstation	PhD Student	CSD	Hardy, T.	Full	CSB	6-126B	-	3	Children's Speech Research (Boliek and Rieger)
Workstation	MSc Student	CSD	Roberts, G.	Full	-	-	-	3	Swallowing Research Lab (Rieger)
Workstation	MSc Student	CSD	Sequiera, C.	Full	-	-	-	3	Hodgetts Research Group
Workstation	MSc Student	CSD	Steen, L.	Full	-	-	-	3	Hodgetts Research Group
Workstation	MSc Student	CSD	Bernier, M.	Full	-	-	-	3	Hodgetts Research Group
Office	*Research Scientist*	*CSD*	*Future*					*12*	*position currently posted*
Office	*Research Scientist*	*CSD*	*Future*					*12*	
Office	*Research Scientist*	*CSD*	*Future*					*12*	
Office	*Research Scientist*	*CSD*	*Future*					*12*	
Workstation	*Postdoctoral Fellow*	*CSD*	*Future*					*6*	
Workstation	*Postdoctoral Fellow*	*CSD*	*Future*					*6*	
Workstation	*Postdoctoral Fellow*	*CSD*	*Future*					*6*	
Workstation	*Postdoctoral Fellow*	*CSD*	*Future*					*6*	
Workstation	*Postdoctoral Fellow*	*CSD*	*Future*					*6*	
Workstation	*Postdoctoral Fellow*	*CSD*	*Future*					*6*	
Workstation	*Graduate Student*	*CSD*	*Future*					*3*	
Workstation	*Graduate Student*	*CSD*	*Future*					*3*	
Workstation	*Graduate Student*	*CSD*	*Future*					*3*	

Space Category			Staff Information		Current Location		GSP Areas (NASM)		
Space Use/Function	Position Type	Functional Unit	Staff Name	Status	Bldg	Room No.	2015/16 Existing Area	2021/22 Space Standard	Comments/Space Attributes
Workstation	*Graduate Student*	*CSD*	*Future*					*3*	
Workstation	*Graduate Student*	*CSD*	*Future*					*3*	
Workstation	*Graduate Student*	*CSD*	*Future*					*3*	
Workstation	*Research Assistant*	*CSD*	*Future*					*6*	
Workstation	*Research Assistant*	*CSD*	*Future*					*6*	
SUBTOTAL, Academic Offices and Related Services Space							**52.7**	**201.0**	
Research Space									
Audiology Lab	Associate Professor	CSD	Hodgetts, B.	Full	CSB	6-126A	18.5	40	
Speech Analysis Research Lab	Director of Research	CSD	Reiger, J.	Full	CSB	6-126B	13.2	40	ACF Mobili-T project
Swallowing Research Lab	Director of Research	CSD	Reiger, J.	Full	CSB	6-126C	13.2	40	ACF Mobili-T project
Dry Lab		iRSM			CSB	6-126E	13.2	0	
Meeting Room		FRM/CSD			CSB	6-126G	-	30	Group Training Room, shared
Sound Booth		CSD			CSB	6-126H	26.0	25	
Lab	Director of Research	CSD	Reiger, J.	Full	ECHA	5-057	53.7	40	
Meeting Room					ECHA	5-053	26.4	24	shared space
Exam & Testing	*HNSFAL*							*50*	*Head & Neck Sugery Functional Assessment Lab (HNSFAL)*
Treatment Room	*HNSFAL*							*15*	
Treatment Room	*HNSFAL*							*15*	
Stomatognatic Function Lab	*HNSFAL*							*35*	
FFVN Diagnostics	*HNSFAL*							*20*	
Computer Lab	*Virtual Reality & Sim Lab*							*60*	
3D Printer Room	*Virtual Reality & Sim Lab*							*10*	
VR Cube	*Virtual Reality & Sim Lab*							*10*	
Consult Room	*Virtual Reality & Sim Lab*							*12*	
Bone Conduction Amplification Lab								*100*	*assessment/treatment room, sound booth, bench space, workstations (4), table/chairs*
Neurotology Lab								*48*	*sound booth, bench space, workstations (4), table/chairs*
Interfacial Biomechanics Lab								*25*	
Biomechanics Testing								*25*	
SUBTOTAL, Research Space							**164.2**	**664.0**	
TOTAL, INSTITUTE FOR RECONSTRUCTIVE SCIENCES IN MEDICINE (iRSM)							**216.9**	**865.0**	
TOTAL, FACULTY OF REHABILITATION MEDICINE							**11,276.3**	**14,512.7**	


Glenrose Rehabilitation Hospital
HFKS ARCHITECTS INC
UNIVERSITY OF ALBERTA
SITE DIAGRAM
UNIVERSITY OF ALBERTA - FACULTY OF REHABILITATION MEDICINE
FACULTY OF REHABILITATION MEDICINE BUILDING USAGE
Misericordia Community Hospital
Heritage Medical Research Centre (HMRC)
Edmonton Clinic Health Academy (ECHA)
Clinical Sciences Bldg (CSB)
Kaye Edmonton Clinic (KEC)
Corbett Hall (CH)
College Plaza (CP)
Augustana - AG03 Classroom Building
South Campus - Foote Field
Calgary - University of Calgary - Downtown Campus
Calgary - Hillhurst Building

APPENDIX C

Existing Floor Plans

The following seventeen (17) pages (11" x 17") contain the existing floor plans for the spaces currently occupied by FRM. Each plan is colour-blocked to represent each User Group identified in the General Space Program, including:

1. Faculty of Rehabilitation Medicine
2. Department of Physical Therapy
3. Department of Communication Sciences and Disorders
4. Department of Occupational Therapy
5. Institute for Stuttering Treatment and Research
6. Glen Sather Sports Medicine Clinic
7. Rehabilitation Research Centre
8. Office of the Registrar

Included is a list of the following plans:

- North Campus, Corbett Hall Level 1
- North Campus, Corbett Hall Level 2
- North Campus, Corbett Hall Level 3
- North Campus, College Plaza Level 6
- North Campus, College Plaza Level 15
- North Campus, Clinical Sciences Building Level 6
- North Campus, Edmonton Clinic Health Academy Level 2
- North Campus, Edmonton Clinic Health Academy Level 3
- North Campus, Edmonton Clinic Health Academy Level 5
- North Campus, Kaye Edmonton Clinic Level 2
- South Campus, Foote Field Level 1
- North Campus, Heritage Medical Research Centre Level 5
- Augustana Campus, Classroom Building Level 0
- Augustana Campus, Classroom Building Level 1
- University of Calgary Downtown Campus Level 1
- University of Calgary Downtown Campus Level 3
- University of Calgary, Calgary Centre Level 1 (Fall 2017)

ORGANIZATION		AREA
	COMMUNICATION SCIENCES AND DISORDERS	477.00
	DPT OF OCCUPATIONAL THERAPY	413.80
	DPT OF PHYSICAL THERAPY	991.14
	OPAU	43.38
	REHAB MEDICINE	351.60
	TOTAL:	2,276.92
	Floor Gross:	3,866.34

UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

□ir□t □loor

Cor□ett □E□A□□□ll - 52□00

ORGANIZATION	AREA
CHEEP ALBERTA LEARNING	95.98
COMMUNICATION SCIENCES AND DISORDERS	389.30
DPT OF OCCUPATIONAL THERAPY	331.19
DPT OF PHYSICAL THERAPY	226.64
OFFICE OF THE REGISTRAR	211.27
REHAB MEDICINE	803.03
TOTAL:	2,057.41
Floor Gross:	3,851.50

UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

□econd □loor

Cor□ett □E□A□□□ll - 52□00

ORGANIZATION	AREA
COMMUNICATION SCIENCES AND DISORDERS	211.25
DPT OF OCCUPATIONAL THERAPY	540.25
DPT OF PHYSICAL THERAPY	571.87
OFFICE OF THE REGISTRAR	324.25
REHAB MEDICINE	712.01
TOTAL:	2,359.63
Floor Gross:	3,776.26

UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

T□ird □loor

Cor□ett □E□A□□□ll - 52□00

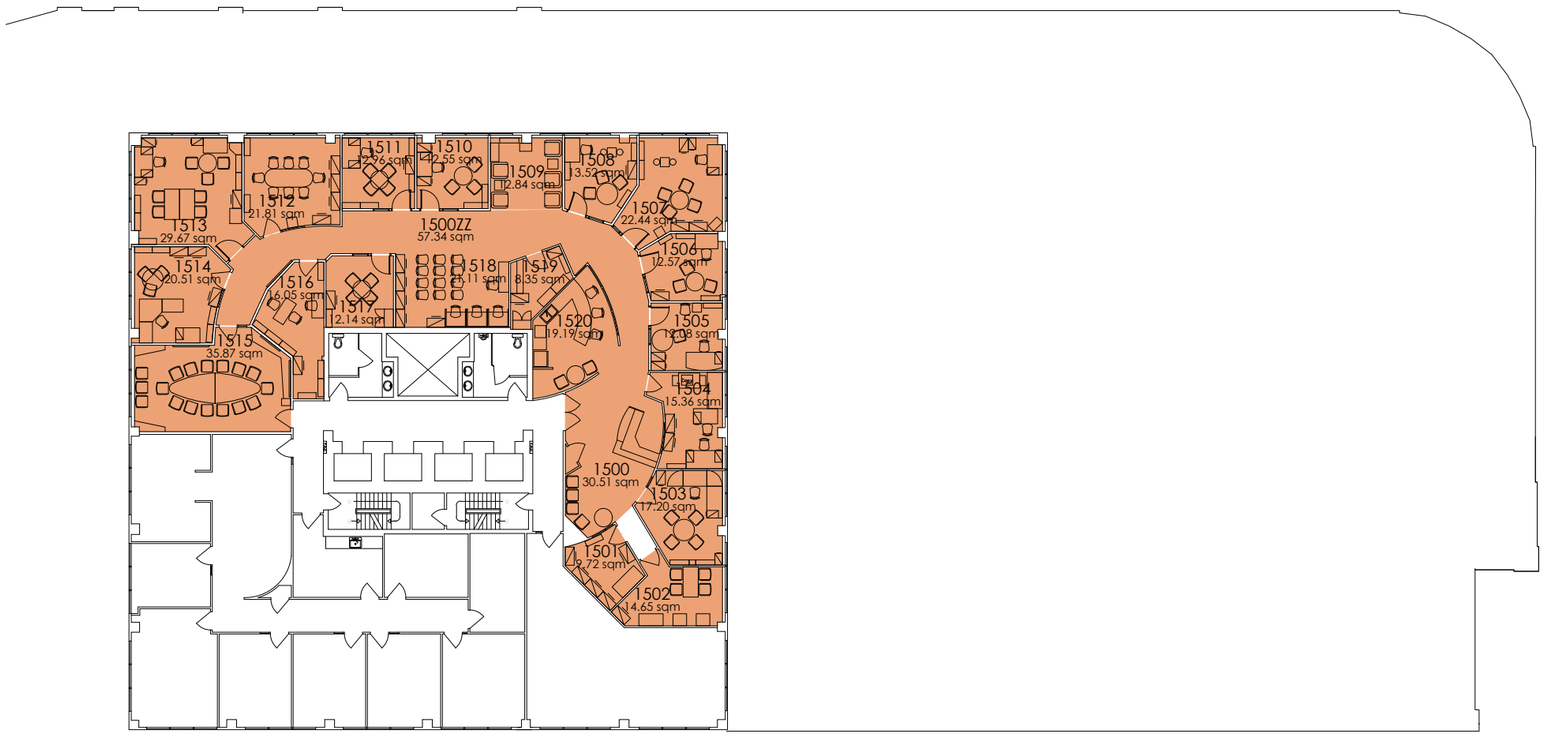
ORGANIZATION		
		AREA
	COMMUNICATION SCIENCES AND DISORDERS	144.06
	TOTAL:	144.06
	Floor Gross:	162.24

UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

□i□t□ □loor

Colle□e □l□□□ - 50590

ORGANIZATION	
	AREA
ISTAR	428.44
TOTAL:	428.44
Floor Gross:	475.04



UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

□i□teent□ □loor

Colle□e □l□□ - 50590

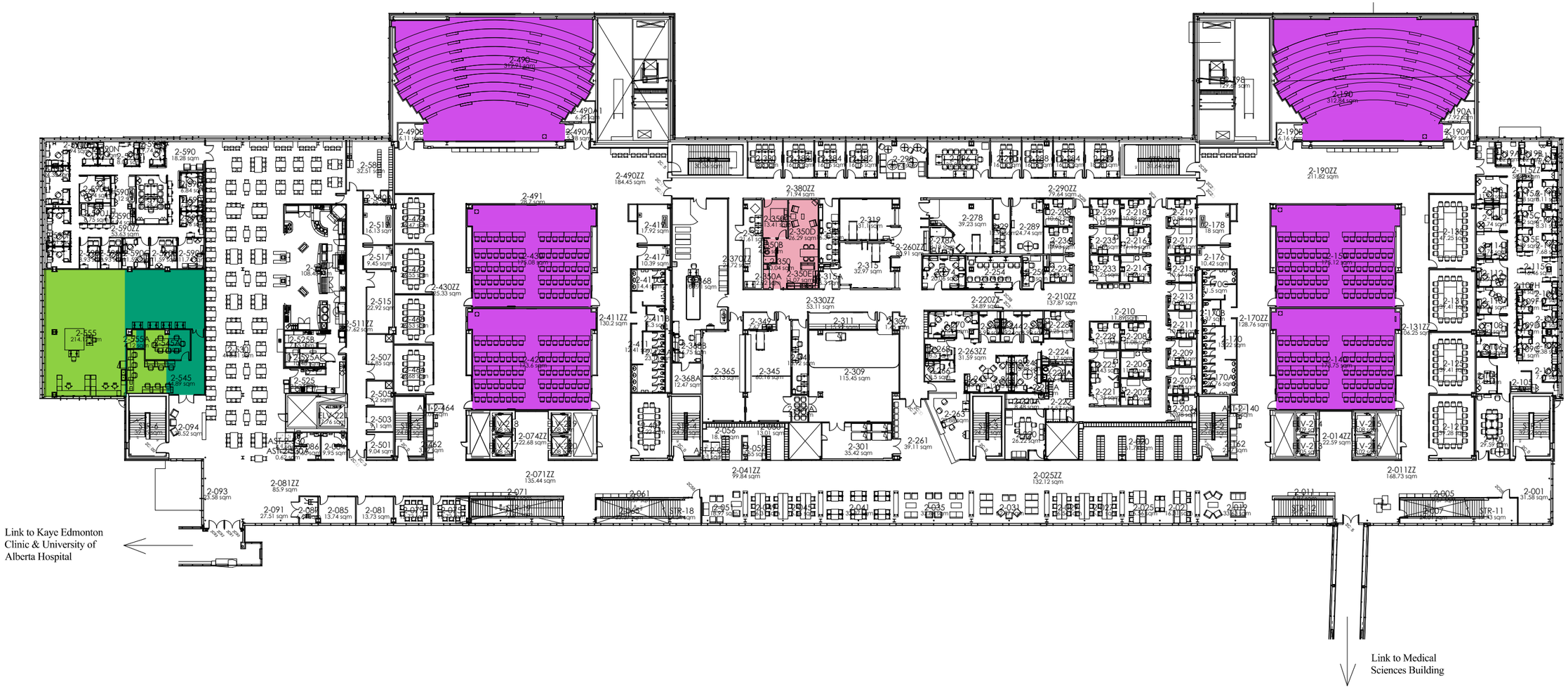
ORGANIZATION		AREA
	COMMUNICATION SCIENCES AND DISORDERS	249.78
	DPT OF OCCUPATIONAL THERAPY	7.11
	DPT OF PHYSICAL THERAPY	303.10
	INSTITUTE FOR RECONSTRUCTIVE SCIENCES IN MEDICINE (IRSM)	163.63
	REHAB MEDICINE	63.01
	TOTAL:	786.63
	Floor Gross:	1,237.17

UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

□i□t□ □loor

Clinic□l □cience□ □□ildin□ - 5□950

ORGANIZATION	AREA
DPT OF OCCUPATIONAL THERAPY	67.24
DPT OF BIOMEDICAL ENGINEERING	140.95
DPT OF PHYSICAL THERAPY	140.95
OFFICE OF THE REGISTRAR	1,323.3
TOTAL:	1672.44
Floor Gross:	9,189.71



UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

Level Two

Edmonton Clinic □e□lt□ Ac□dem□- 530□2

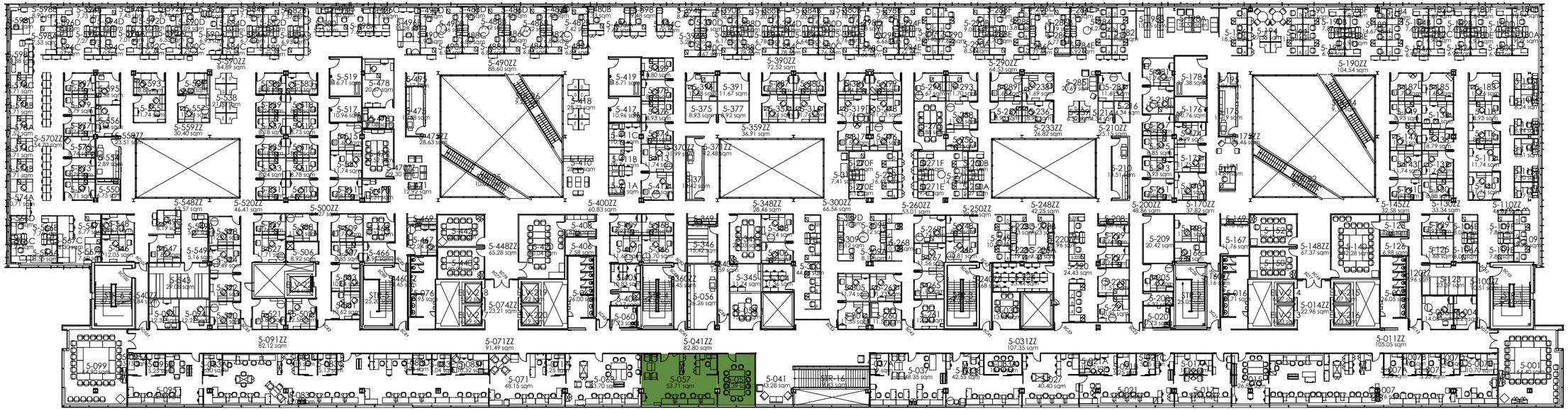
ORGANIZATION	AREA
DPT OF OCCUPATIONAL THERAPY	80.11
TOTAL:	80.11
Floor Gross:	9,557.3

UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

Level T□ree

Edmonton Clinic □e□lt□ Ac□dem□- 530□2

ORGANIZATION		
	INSTITUTE FOR RECONSTRUCTIVE SCIENCES IN MEDICINE (IRSM)	AREA 80.10
	TOTAL:	80.10
	Floor Gross:	8,526.95

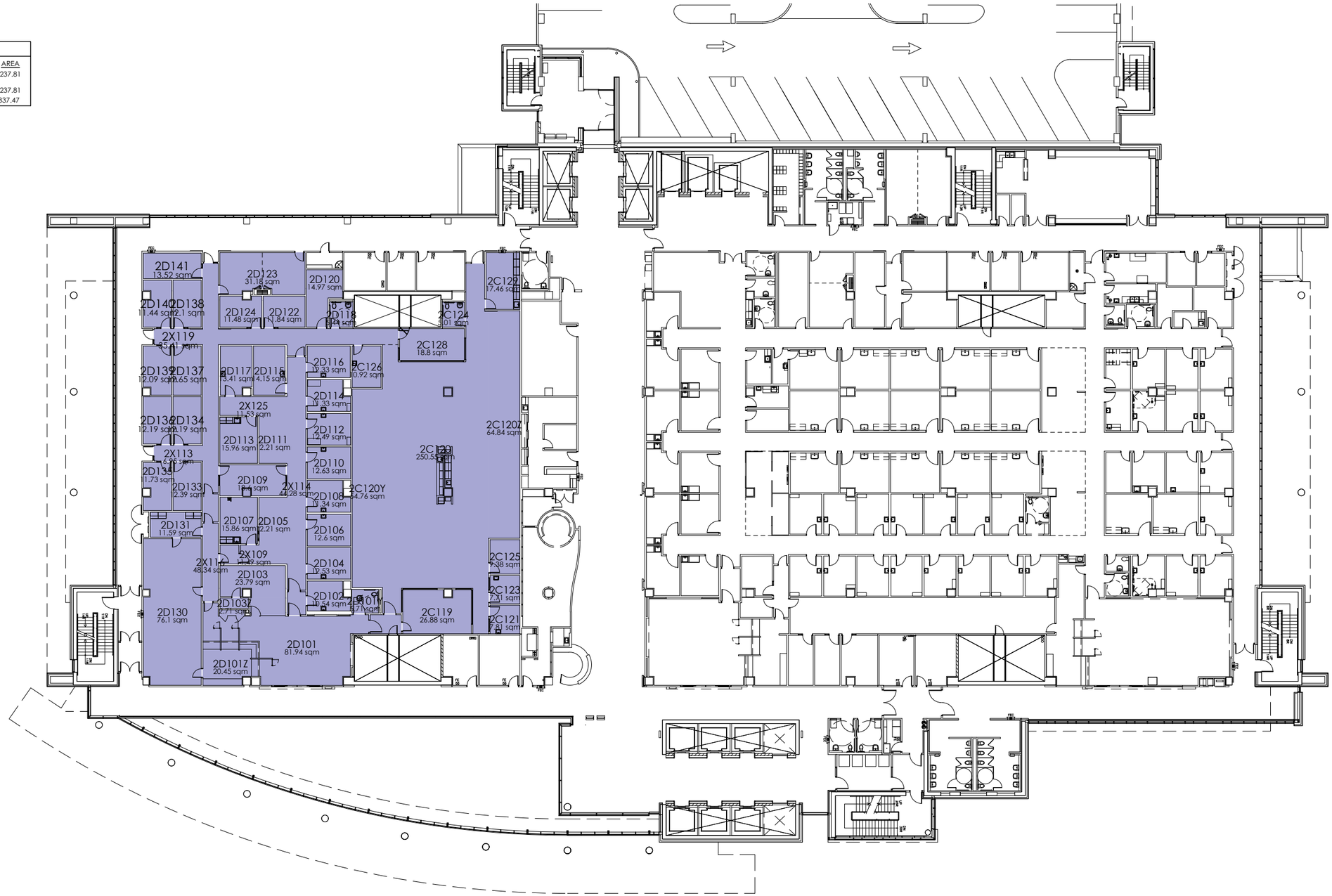


UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

Level □ive

Edmonton Clinic □e□lt□ Ac□dem□- 530□2

ORGANIZATION	
	AREA
GLEN SATHER SPORTS MEDICINE CLINIC	1,237.81
TOTAL:	1,237.81
Floor Gross:	1,337.47

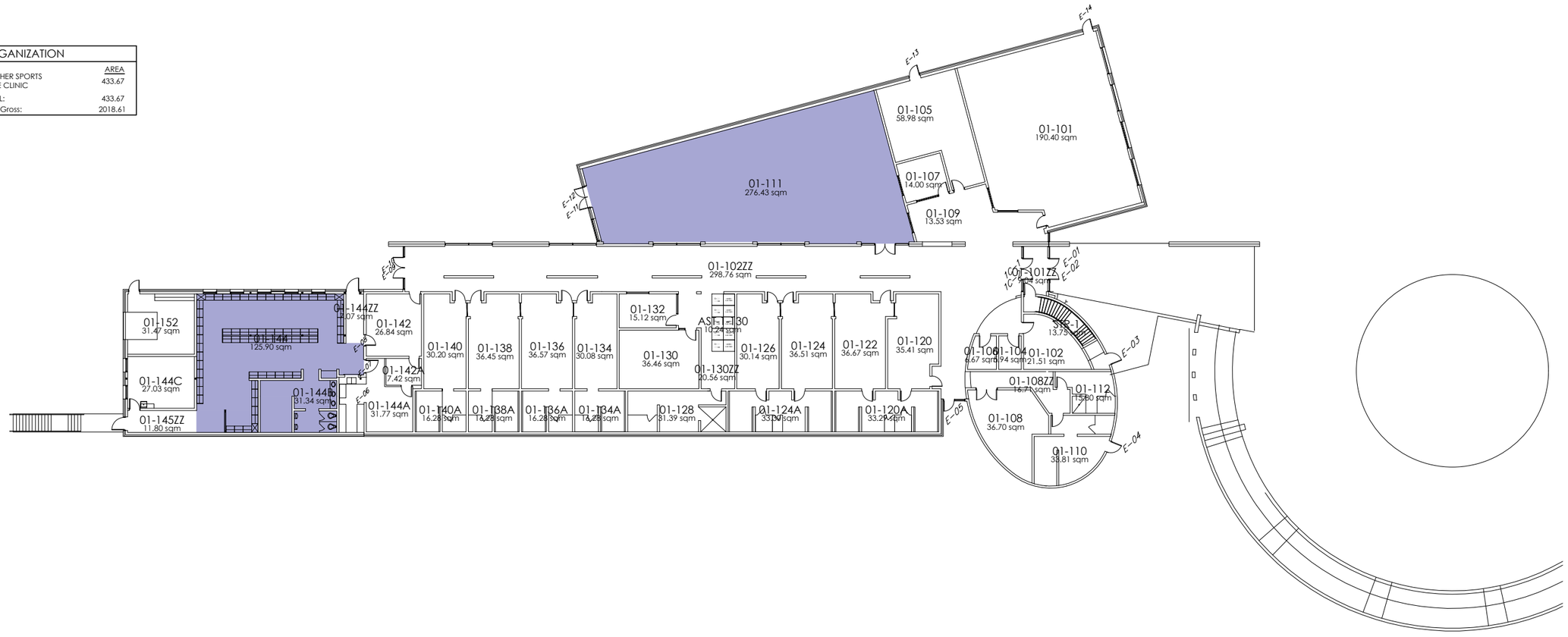


UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

Level Two

KAYE Edmonton Clinic - 53092

ORGANIZATION		
		AREA
	GLEN SATHER SPORTS MEDICINE CLINIC	433.67
	TOTAL:	433.67
	Floor Gross:	2018.61

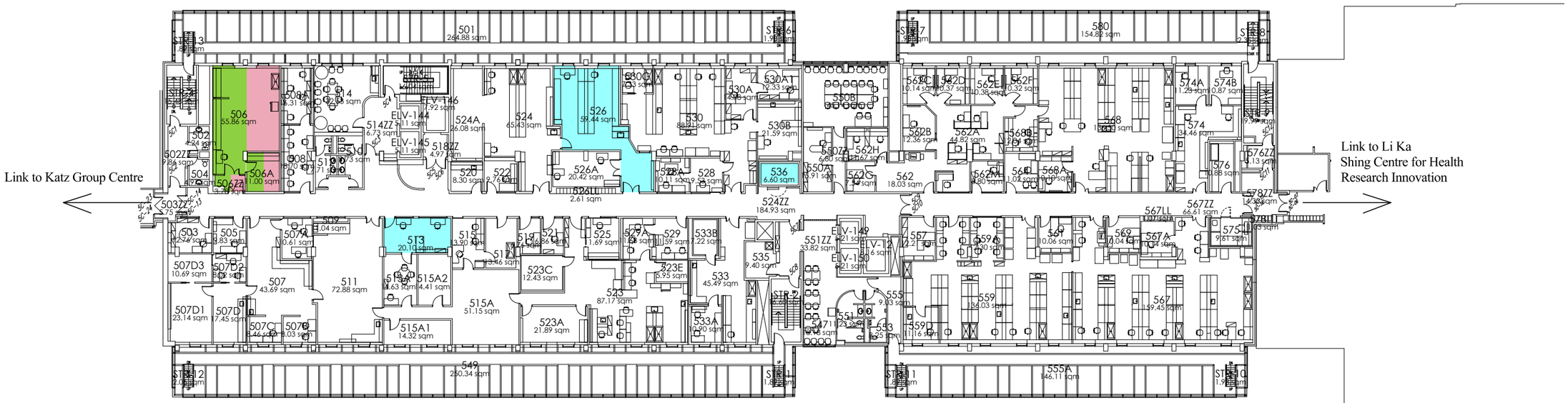


UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

□ir□t □loor

□oote □ield - 55□90

ORGANIZATION	AREA
DPT OF OCCUPATIONAL THERAPY	35.32
DPT OF PHYSICAL THERAPY	35.32
REHAB MEDICINE	86.14
TOTAL:	156.78
Floor Gross:	3,662.87

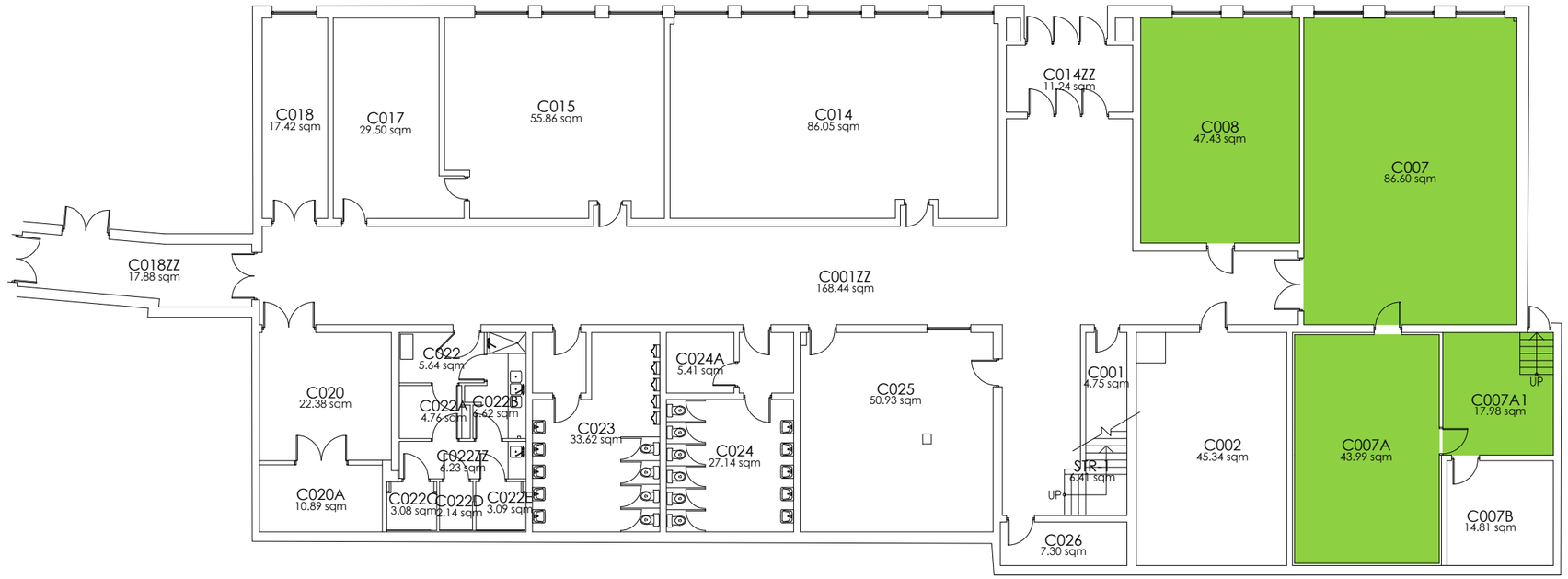


UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

□i t□ □loor

□erit□□e Medic□l □e□e□rc□ Centre - 530□0

ORGANIZATION	
	AREA
DPT OF PHYSICAL THERAPY	196.00
TOTAL:	196.00
Floor Gross:	964.48

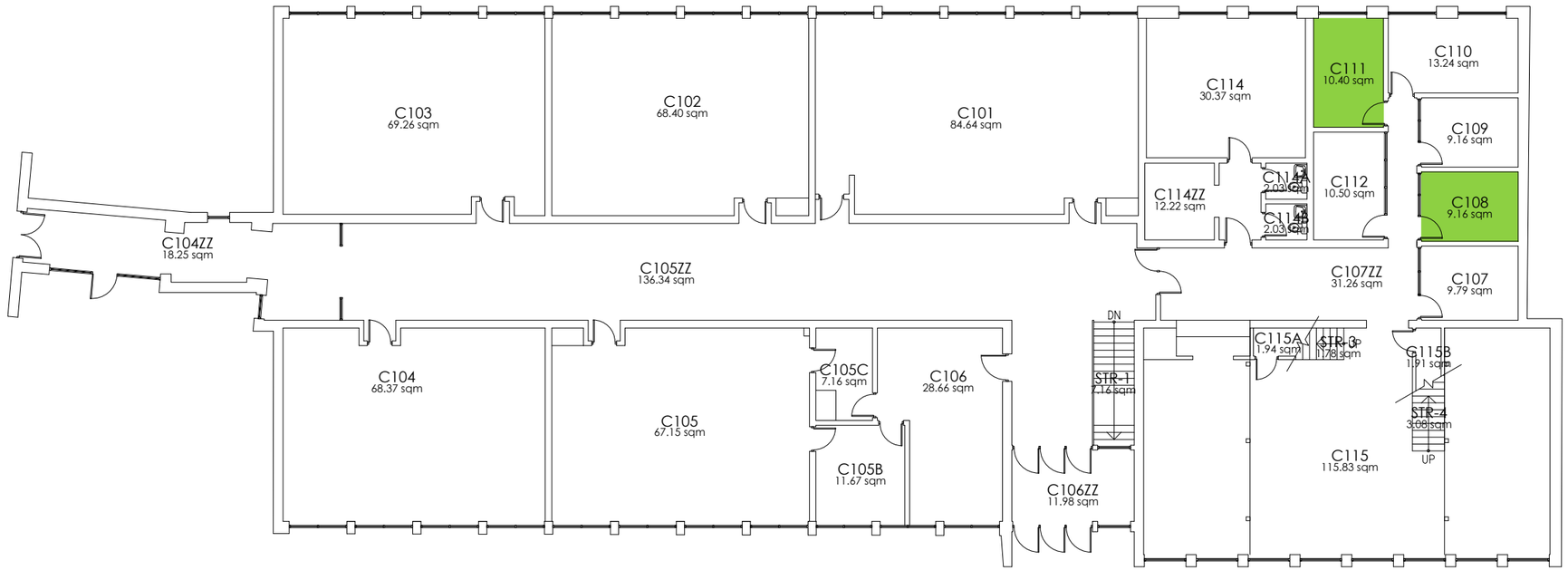


UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

□□□ement □loor

A□03 Cl□□□room □□ildin□ - 5□203

ORGANIZATION	
	AREA
DPT OF PHYSICAL THERAPY	19.56
TOTAL:	19.56
Floor Gross:	962.98

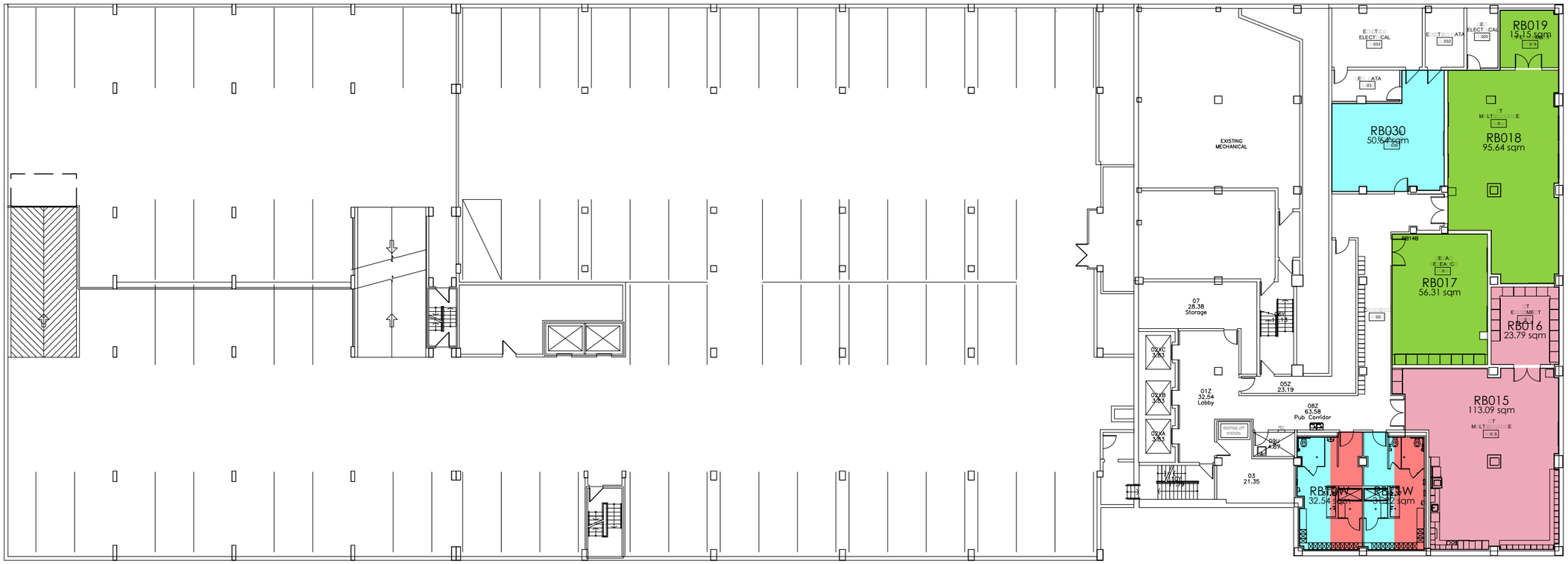


UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

□ir□t □loor

A□03 Cl□□□room □□ildin□ - 5□203

ORGANIZATION		AREA
	DPT OF OCCUPATIONAL THERAPY	136.88
	DPT OF PHYSICAL THERAPY	167.1
	REHAB MEDICINE	82.52
	U OF C	31.88
	TOTAL:	418.38
	Floor Gross:	471.19

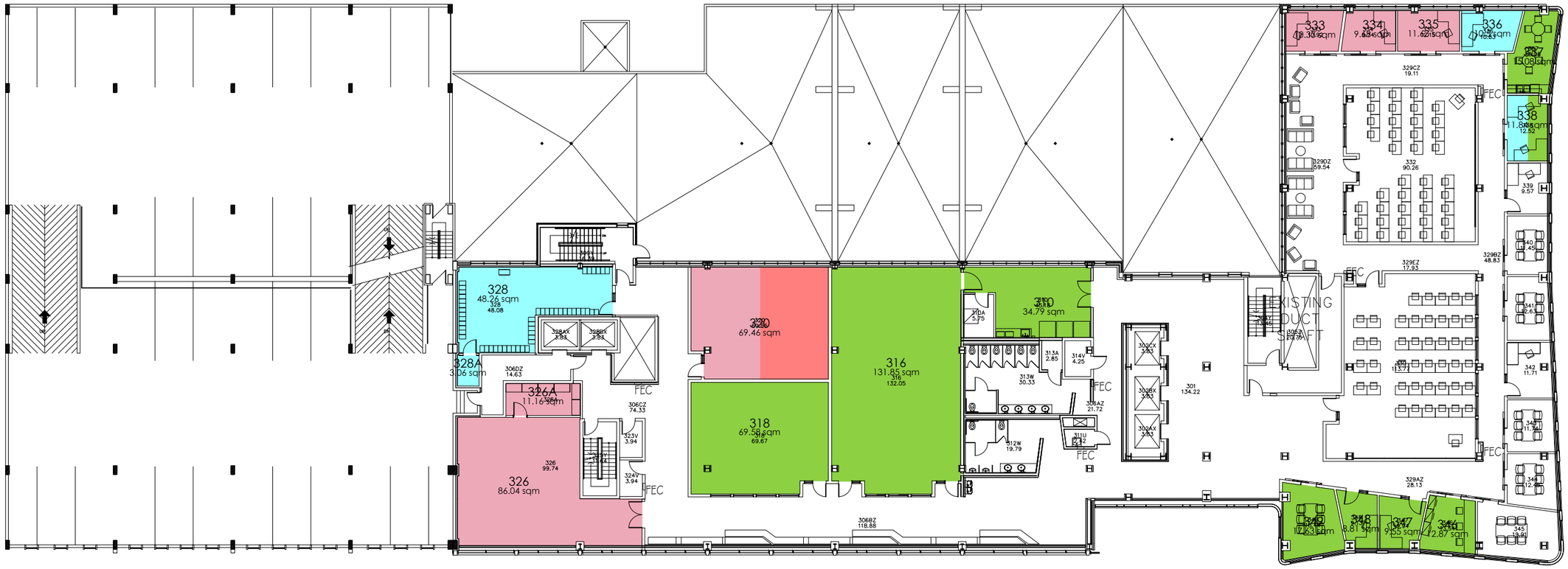


UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

Lower Level □

□o□C □owntown - 5052□

ORGANIZATION		AREA
	DPT OF OCCUPATIONAL THERAPY	163.57
	DPT OF PHYSICAL THERAPY	298.54
	REHAB MEDICINE	67.74
	U OF C	34.73
	TOTAL:	564.58
	Floor Gross:	662.92

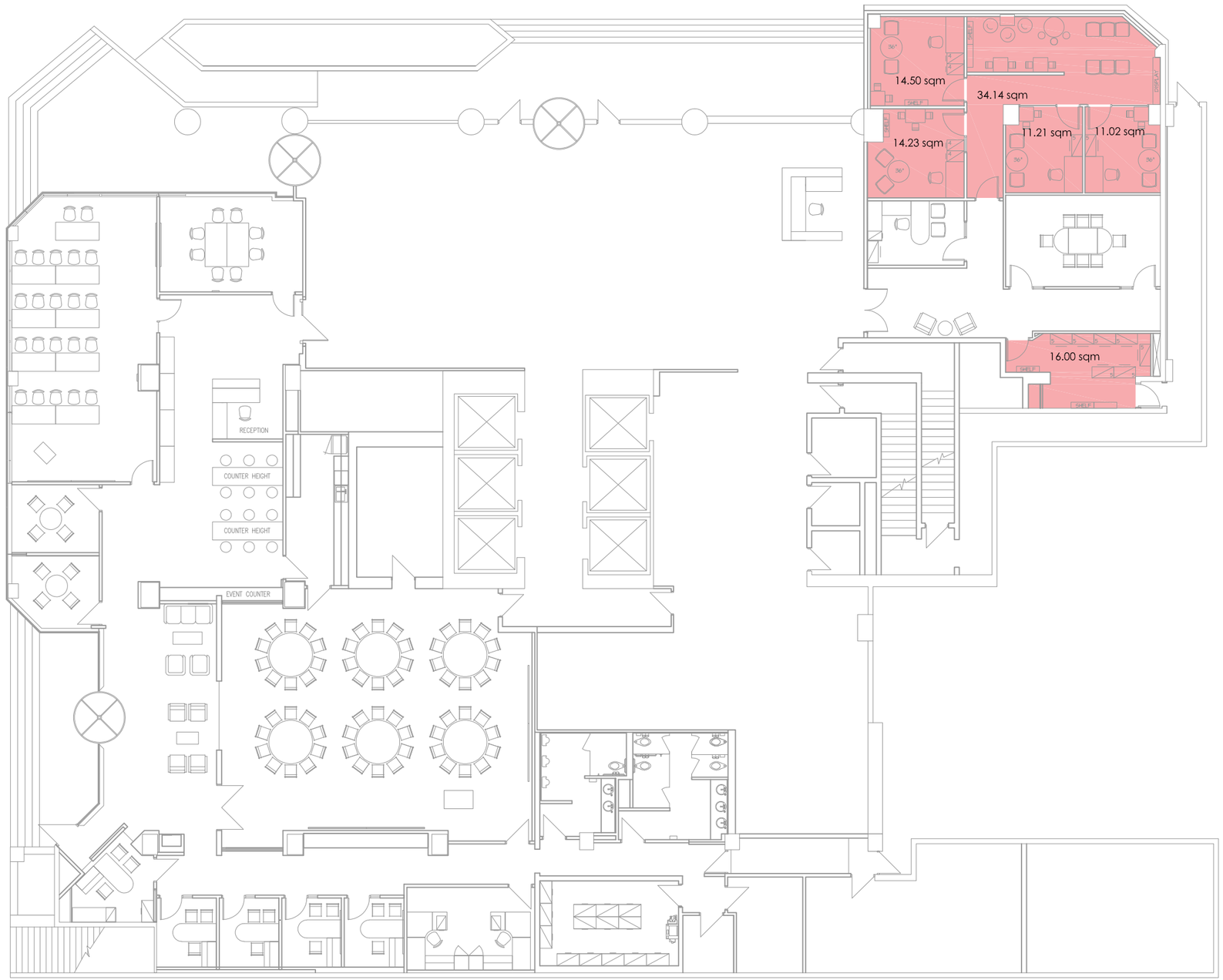


UNIVERSITY OF ALBERTA
FACILITIES AND OPERATIONS

T□ird □loor

□o□C □owntown - 5052□

ORGANIZATION	
	AREA sqm
iSTAR	101.10
TOTAL:	101.10



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First Floor

Calgary Centre - 50511

August 17, 2017

APPENDIX D

Research Space Requirements

Throughout the process of preparing the GSP, detailed data regarding research lab requirements has been collected from FRM. This information summarizes the research needs of the Faculty and has assisted in projecting the space needs. This is valuable data that will need to be validated at a later design stage, but the summary is included in this Appendix as background information.

The following seven (7) pages (11” x 17” sheets) contain the existing research space requirements for FRM.

							Lab Services				
Area of Research	**Current Location**	**Dep't**	**Functional Description**	**Key Users**	**Equipment (examples)**	**Support Space Required**	**FH/ exhaust**	**Lab Water**	**Lab Gases**	**Hand Sink**	**Remarks**
Aphasia Research Lab: Behavioural and neural mechanisms underlying cognitive and languag processing in adults with acquired language disorders	CH 2-86	CSD	4 workstations, separate clinical testing suite for EEG data collection, central meeting space, storage. All EEG data collection is carried out in the lab, as well as clinical experimental protocols with adults with aphasia. Weekly lab meetings, CSD 900 group meetings, and individual student meetings are also conducting in the lab when it is not being used for data collection	Kim, E	computers, EEG	storage space, group meeting space				X	sink used for preparing and cleaning nets for EEG experiments; RA: A.Leung (OT) N.Gomaa (FMD); Grad Students: 2 PhD, 2 MSc-thesis; Others: 4-8 900-project students, 2-3 undergraduate volunteers
Eye tracking and behavioural testing suite: research conducted in this small space using the eye-tracking methodology includes studies investigating reading and processing in adults with and without acquied neurological injuries, reading and language production in children. Research conducted using E-Prime software for collecting behavioural data	CH 1-71	CSD	small testing suite for data collection using eye-tracking system AND/OR behavioural testing	E. Kim, J. Cummine, M.Charest	EyeLink 1000+ eye-tracking system, computers and E-Prime software	only used for data collection; not used for general workspace					In fall term this space is also used by 40 or more CSD 501 students for experiments completed as part of course requirement; Graduate Students: 1 PhD / 11 MSc
Developmental Pragmatics Lab: Developmental social communication disabilities in children and adults	CH 1-47	CSD	Main room is used for data collection (individuals or small groups), data analysis, and storage. The two smaller rooms are used for individual data collection, or for office/work space for graduate students and research assistants.	J.Volden	computers, NOLDUS software (for analysing behavioural interactions)						Graduate Students: 1-2PhD, 1 MSc-thesis; Others: 2-3 900-project students
Language Development and Disorders Lab: Language development in children with typical language development and those with language learning impairments, preschool through early school years. One line of research examines children's language processing; another examines methods used to assess and diagnose language impairments with a focus on sensitivity of measures at kindergarten	CH 1-52	CSD	Main room is used for workstations, data analysis, and meeting space. Child testing space (with observation and audio throughput)	M.Charest	computers, digital audio recorders, high quality boundary and wireless microphones, digital video recorder, E-Prime software and hardware						2 MSc-thesis, 3 900-project students anticipate increase in graduate students in future
Children's Speech Research Lab: Basic research on neuromuscular control of speech in children and adults; applied research on treatment outcomes in children with motor speech disorders secondary to cerebral palsy	CH 3-61	CSD	equipped to acquire simultaneous breathing kinematics (Respitrace), surface EMG signals from the cest wall and face, speech aerodynamics & acoustics, reaction times and accuracy. Specilaized software and three tDCS.	C.Boliek	Respitrace, EMG, aerodynamics, acoustics, tDCS, 7 workstations, 3 laptops,						2 PhD, 5 MSc-thesis, 12 900-project students, 4 UG volunteers (some shared with J.Cummine)
Speech Analysis Research Lab: Speech acoustic analysis and perception studies related to data collected in Children's Speech Research Lab	CSB 6-126B	CSD/ iRSM	workstations for presentation of speech samples to listeners, and for acoustic analysis	C.Boliek/J.Rieger	computers, acoustic software, high quality earphones, recording features	Rieger's PDF shares this space with Boliek's students, as there was no other space available					
Adult Neuro Lab: Resilience in adults with neurological disoreders; scholarship of teaching and learning; interprofessional collaboration	CH 2-88	CSD	Data collection and analysis - adults with neurological disorders; teaching/learning; interprofessional collaboration; group meetings	T. Paslawski	computers, recording equipment, meeting space						1 PhD student, 2 MSc-thesis students, plus 900-group students
Child Phonology Lab: Phonetic and phonological development children with and without speech sound disorders; longitudinal studies of speech-language development in children adopted internationally	CH 2-93	CSD	Phonetic and phonological analysis of children's speech; phonetic transcription, acoustic analysis, coding and analysis; scoring and analysis of range of speech-language assessment measures; storage of files and recordings from large datasets. Currently has 2 workstations, small meeting/work space, storage.	K. Pollock	computers, digitial audio recorders, high quality microphones, phonetic analysis software	often use clinic rooms for data collection, need larger room for group meetings involving >4 people				X	Gas outlets are present but not used; Anticipate PhD student(s) in future; 1 MSc-thesis, 17 900-project students
Cognitive Neuroscience of Reading and Speech Production Lab: Basic research in reading and speech production in adults with and without reading disabilities.	CH 3-58	CSD	Contains 5 workstations, two devoted to fMRI data analysis and three to behavioural data analysis, data collection, writing, etc. Inlcudes a small meeting/work space and locked filing cabinets for experimental materials. Dr. Cummine's office in located in the back of the lab.	J.Cummine	computer workstations, software						1 PhD student, 4 MSc-thesis students, 11 900-project students, 1 UG volunteer (some shared with C.Boliek)
Brain Imaging of Reading and Speech Production Lab: Basic research in reading and speech production in adults with and without reading and/or speech production disabilities.	CSB 6-104	CSD	Includes 4 workstations devoted to neuroimaging (DTI and fMRI) data analysis. Includes 1 behavioural testing room for data collection. Includes a meeting room for student meetings, lab discusison and model development.	J.Cummine	computer workstations, software						Dr. Hurd (Psychology) research work also occurs in 6-104B, C & D
Discourse Analysis Lab: Research focused on language use in context, such as narratives. Extenstions of the Edmonton Narrative Norms Instrument (ENNI) to other languages and tow written language; contribution of discourse measures to prediction or reading comprehension scores, etc.	CH 1-53	CSD	workstations for data transcription, coding, and analysis	P.Schneider	computers & software	P.Schneider retired in 2015, negotiated continued use of this lab space for 3 yrs					1 PhD student, 3 900-project groups
Audiology Lab: Verification and prescription of bone conduction amplification	CSB 6-126A	CSD/ iRSM	Benchtop and technical developments for verification and prescription of bone conduction amplification devices; outcome measurements for bone conduction users	D.Scott, K.Kuffel (2 biomedical engineers working with B.Hodgetts and J.Rieger)	Specialized sensors and signal analyzers including accelerometers, microphones and laser doppler vibrometers; custom labview software and hardware; signal/hearing aid anlayzers. Storage for computer components, digital boards, etc. Small sound booth - currently in 6-126H.						
Swallowing Research Lab: Development and evaluation of mobile swallowing device - Mobili-T project	CSB 6-126C/D	CSD/ iRSM	workspace for students and employees working on the Mobili-T project	J.Rieger	C: Set-up for digital capture of EMG signals; D: computer equipment needed for programming the device						C: 1 PhD student; C: 1 industrial designer (employee); D: 1 computer scientist (employee)
Aural Rehabilitation Lab: aural rehabilitation - speech production by individuals with hearing loss	CSB 6-126E	CSD	speech assessment/treatment for individuals with hearing loss	M.Campbell	workstations, storage						1 MSc-thesis, 13 900-project students

							Lab Services				
Area of Research	**Current Location**	**Dep't**	**Functional Description**	**Key Users**	**Equipment (examples)**	**Support Space Required**	**FH/ exhaust**	**Lab Water**	**Lab Gases**	**Hand Sink**	**Remarks**
Aural Rehabilitation Lab: aural rehabilitation - speech production by individuals with hearing loss	CSB 6-126F	CSD	Aural Rehabilitation Lab: speech assessment/treatment for individuals with hearing loss	M.Campbell	computers, specialized speech software						
Group Training Room (bookable for meetings as well): Aural rehabilitation, swallowing, audiology	CSB 6-126G	CSD/ iRSM	used for group aural rehabilitation education sessions for approximately 10 clients plus 2-4 students; also used for group meetings for research teams working with J.Rieger & B.Hodgetts	M.Campbell, J.Rieger, B.Hodgetts	none - meeting space and group treatment/education						
Sound Suites (shared research space): Speech production & perception, audiology	CH 2-99	CSD	attached sound-treated rooms (one for tester, one for client), used for high quality audio recordings with minimal background noise, for listening experiments, and for audiological research	M.Hodge, B.Hodgetts, K.Pollock, M.Campbell, CHEEP/Corbett Clinic	sound booths, computers, specialized speech software, storage					X	
Neuro-Pulmonary Rehab Lab	CSB 6-127	CSD	space is used for data collection and analysis for an ongoing AHS quality assurance grant and two related ALS research projects	S. Cleary							supervising 5 CSD MSc students working on 900-projects
CSPIRE Lab	CSB 6-103	CSD		M. Hodge							
Adult Language & Cognition Lab	CH 1-98	CSD	The lab is used for student work space, data collection with study participants, and research meetings. We also archive our data and use the space for storage of ethics documentation.	T. Hopper	computer workstations (3)	We have 10 MSc-SLP students who currently use the space and continue to have an average of 7 students/year, plus a PhD student who has a permanent work space there.					
iRSM Lab	ECHA 5-057	iRSM	Use of several workstations for CAD/CAM planning of surgical simulation and design; room for 3D printers	J. Reiger	computer workstations (10), 3D printer						
ISTAR Lab	CSB 6-102	ISTAR		T. Loucks							
ISTAR Lab	CSB 6-102A	ISTAR		T. Loucks							
Wet Lab	*future*	*CSD*		*future recruit (Edmonton)*			***X***	***X***	***X***	***X***	*Audiology*
Dry Lab	*future*	*CSD*		*future recruit (Edmonton)*							*Audiology*
Dry Lab	*future*	*CSD*		*future recruit (Edmonton)*							*Audiology*
Dry Lab	*future*	*CSD*		*future recruit (Edmonton)*							*Audiology*
Dry Lab	*future*	*CSD*		*future recruit (Edmonton)*							*Audiology*
Head & Neck Surgery Functional Assessment Lab (HNSFAL)	*future*	*iRSM*	*This is the head and neck surgery functional assessment laboratory. The space is used to evaluate functional outcomes (speech, chewing, swallowing) of patients. Room is needed for the equipment and patient space to assess these, as well as to evaluate after the patient is gone.*	*Rieger, J.*		*Exam & Testing; Treatment Rooms (2); Stomtognatic Function Lab; FFVN Diagnostics*					
Virtual Reality & Sim Lab	*future*	*iRSM*	*use of several workstations to for CAD/CAM interaction with patient data (medical imaging) in a virtual space with haptic manipulation.*	*Rieger, J. Hodgetts, B.*	*3D printer*	*Computer Lab; 3D printer Room; VR Cube; consult room*					
Bone Conduction Amplification Lab	*future*	*iRSM*	*This space is used to test and evaluate patient performance with bone conduction hearing devices. This space requires several work stations for programming, fitting, counseling and general assessment.*	*Hodgetts, B.*	*sound booth, bench space, workstations (4), tables/charis*	*assessment/treatment room*					
Neurtology Lab	*future*	*iRSM*	*This lab is for surgical planning, evaluation and training for implantable bone conduction technology. CAD/CAM; 3D modeling.*	*Hodgetts, B.*	*sound booth, bench space, workstations (4), tables/charis*						
Interfacial Biomechanics Lab	*future*	*iRSM*	*This is a space where our engineers can test implants in patients as well as model their outcomes. Current space has a medical chair for patients, work bench for engineers, and room for 5 work stations.*	*Rieger, J. Hodgetts, B.*	*medical chair, workbench, workstations (5)*						
Biomechanics Testing Lab	*future*	*iRSM*	*This is a space where engineers can build devices and test equipment for us. Workbenches will be essential. No patient interaction in this space.*	*Rieger, J. Hodgetts, B.*	*workbenches*						
Spinal Cord Injury: promoting functional recovery after spinal cord injuries by increasing the regenerative and plastic capabilities of the central nervous system	CH 3-84	PT	office space	Fouad, K	computer workstation	group room					
Spinal Cord Injury: promoting functional recovery after spinal cord injuries by increasing the regenerative and plastic capabilities of the central nervous system	CH 1-93	PT	student office, storage and workshop	Fouad, K Yang, J	computers, electrode puller, microscope, desks						

							Lab Services				
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Spinal Cord Injury: promoting functional recovery after spinal cord injuries by increasing the regenerative and plastic capabilities of the central nervous system	CH 3-88	PT	a: histochemistry, biochemistry, cell culture and 1 workstation. b: animal housing, testing and surgery	Fouad, K	microscope, cryostat, freezer, fridge, laminar flow hood, CO2 chamber, sterile workbench, water bath, centrifuge			X		X	
Spinal Cord Injury: promoting functional recovery after spinal cord injuries by increasing the regenerative and plastic capabilities of the central nervous system	CH2-44A	PT	flourescence microscopie	Fouad, K	flourescent microscope						
Cancer/Exercise Lab: impairment-based cancer rehabilitation and therapeutic exercise	CH 1-38	PT		McNeely, M							multi user lab
Exercise: cardiac rehabilitation, pulmonary rehabilitation and cancer rehabilitation	CH 1-79	PT	Clinical Exercise Physiology lab	Haennel, B	4 Metabolic carts, 1 Full-sized treadmill, 2 Spirometers, 1 electronically braked cycle ergometer, 1 Impedance cardiograph, 30 accelerometer based activity sensors; 5 work stations				X	X	
Epidemiology Lab: Patient health outcomes and health-related quality of life in chronic musculoskeletal conditions common in elderly patient populations	CH 3-44	PT	Epidemiology- clinical research in the community	Jones, A	need secure filing cabinets to save patient-records for longitudinal studies; computer space for grad students to analyze data.	conference room to meet to discuss					
Rehabilitation Robotics Sandbox: creating solutions in health care through advanced technologies	ECHA 2-545	PT	Robotics and AR/VR development, robotics and AR/VR testing, wheelchair testing, functional spine assessment, reliability trials, validation trials, clinical trials, Lego league	Kawchuk, G; Ferguson-Pell M; Adams K	Mikrolar parallel robot, Eon Cave, Large volume MoCap, Small volume MoCap, electromyography, spine indenter, spine swiper, spine vibration, pressure pad measurement, DorsaVI, fabrication tools	Conference room (Within ECHA 2-545), Tool room (Corbett 3-44)		X	X	X	
Sports Therapy: musculoskeletal physical therapy assessment and treatment including functional return to activity, systematic reviews and evidence-based musculoskeletal practice	CH 1-42	PT	L Beaupre holds research clinics most months in the lab, with 10-20 patients/clinic. Use cubicles/plinths to perform clinical assessments and occasionally have a 6 minute walk in the hallway	Magee, D; Beaupre, L	2 older computers/work stations, 1 traction table, 1 Pilotes Table, 2 mobilization Tables, 1 massage table, 1 UBE, 1 stationary bike, 2 Game Ready ice machines, 1 ultrasound machine, multiple different treatment apparatus	Storage space				X	Note: I use the hallway when treating patients as well (wall wheel outside the door & floor markings all down the hall in front of the lab
Sports Therapy: primarily in the area of shoulder and upper extremity assessment and rehabilitation, specifically for individuals with instability syndromes and rotator cuff pathology	CH 1-42	PT	Assessment and treatment of patients/subjects with shoulder-related pathologies, data collection/testing of shoulder subjects	Chepeha, J	2 older computers/work stations, 1 traction table, 1 Pilotes Table, 2 mobilization Tables, 1 massage table, 1 UBE, 1 stationary bike, 2 Game Ready ice machines, 1 ultrasound machine, multiple different treatment apparatus	Storage space				X	
NeuroActive: strategies to maintain or improve health and function in individuals with stroke (Manns); Pediatric Research (Wiart)	CH 3-70	PT	Meeting space, computer work stations for research assistants; qualitative interviews and analysis	Manns, T; Wiart, L	workstations with two computers, small fridge in 3-70a, desk for graduate student, 4 filing cabinets. Hand sink in 3-70a					X	
Scoliosis: assessment of the measurement properties of questionnaires and performance measures and the development of prediction rules to identify responders to physical therapy treatments.	CSB 6-107	PT	Delivery of Schroth exercise therapy, Delivery of low back pain exercise therapy, Physical asssements, Ultrasound imaging of core muscles, Photographic posture assessments, collection of questionnaire data on physical function, perceived self-appearance, quality of life, physical activity recall, pain intensity, pain diagrams, MRI, Ultrasound, radiograph, photographic and surface topography image analysis, compiling of data for research results, statistical analysis, storage of study files, team meetings, Electronic scoliosis database chart review, EOS system image analysis (pending)	Parent, E; Beaupre, L	5 schroth exercise stations, (wall ladders, floor mats, exercise balls, Mirrors (wall, ceiling, wheeled, and portable), yoga straps, poles, foam rolls, sand bags); 5 student work stations of which 4 have computers with NIH image analysis software, Custom matlab image analysis software for radiographs, surface topography, MRI, and photographic posture assessment with SPSS for statistical analysis, MS office, Scoliosys clinical database, Impax AHS imaging access, Connections to both the UofA network and the AHS network, 3 of the computers have dual screens; 2 phone lines; 6 wide file cabinets; Exercise packages for distribution to Schrothe patients; 1 microwave; 1 minifridge; Research methods and clinical books; Photocamera tripod; panasonic lumix camera; reflective markers; 1 electric treatment table; 2 weight scales; Wacom Cintiq 18 Digitizing tablet, 1 acumar digital dual inclinometer; 1 Dualer digital dual inclinometer; Goniometers: 1 Wood plinth; 1 meeting table and chairs; 1 SONOSITE Titan US imager; I posture grid; 1 foldable massage table.	access to Core Group meeting rooms 6-110A, 6-120,					Contract with Canadian biosample Repository (CBSR) for blood sampling, processing and storage; Other Staff description: 2-3 summer students; 1 research coordinator; Shared 1 research administrator; 3 occasional RA users from Lauren Beaupre's team
Surface topography and Ultrasound imaging scoliosis lab	UAH 3H1.03	PT	Collection of surface topography data, collection of ultrasound imaging of the whole spine, Postural assessments.	Parent, E	4 Konica Minolta vivid 910 laser surface topography scanners, with 2 operating computers and Software; Patient positioning frame; 4 Camera stands; Ultrasonix US imager with GPS encoding, Wooden positioning frame. 6 chairs, 1 desk, 1 foldable massage table.						
Functional Measurement - Musculoskeletal Health	CH 1-81	PT		Woodhouse, L							

							Lab Services				
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Primary and secondary prevention of chronic musculoskeletal disorders such as low back pain and osteoarthritis	CH 1-81	PT	Meeting with stakeholders (i.e. Alberta Bone and Joint Strategic Clinical Network, Alberta Bone and Joint Health Institute), collaborators (UofC, local and international) via LifeSize vidoconferencing system. Data Collection for the Alberta PrE-OA study (ultrasound imaging and isokinetic strength, questionnaires, hop tests, clinical knee examinations, actigraph set-up).	Whittaker, J	Ultrasound imaging unit (1), mechanical treatment bed (1), isokinetic strength dynamometer, LifeSize videoconferecing system, sinks (2), work stations (2), work bench, conference table, chairs (~8), file cabinets (2).	It would be wonderful to have access to a dual-x-ray absortiometry unit (DXA), calorimeter, motion analysis, -80 degree celcius refridgerator. Currently study participants are traveling to College Plaze to have private DXA scans done and to the Li Ka Shing center for calorimetry.		X		X	Currently I have 1 PhD student but he is not using the space as he is not in a data collection phase, I project that I will have 1additonal PhD student that will be using the space in the next 12 months. Similarily I have one MSc student that is not using the space but I project that I will have 1 additional MSc student who will use the space in the next 12 months.
CARRE, children's lab	CH 3-74	PT	Used for training young children with cerebral palsy. NOTE: we spill into the hallways for training, and use extensive hallway space all over the building including stairways.	Yang, J	Two work stations for staff (computers 2), toys for kids, low mat for testing and floor mats for children, equipment for testing functional walking in SCI, microwave (1)	cupboards storing data from years back				X	
CARRE, Spinal Cord Injured Lab	CH 3-82	PT	Used for all studies related to spinal cord injury. NOTE: we use hallways in the basement extensively because they are wide and long and provide practice for turning corners. We also use hallways in other floors that have carpet and slopes. We use the outdoors when the weather is good to practice walking on different terrain, curbs, stairs.	Yang, J	Two work stations - 1 for PT, another for data collection (reflexes, EMG, etc.), body-weight supported treadmill and frame, equipment tower with amplifiers, recorders, stimulators, etc., 1 refridgerator (not for research)	Storage space for various equipment, supplies for EMG … etc.			X	X	Plans for experiments using air tanks in near future (developing protocol for ethics).
Motor Control Lab	CH 3-68	PT	Used for training children on the treadmill, split-belt experiments in adults and children, and testing of CP children	Yang, J	5 work stations, 2 dedicated to data collection (1 for kinematics, 1 for EMG and force plates), 1 dedicated to adult split-belt treadmill control, others used for data analysis; 2 equipment towers with amplifiers, filters, Optotrak 3-D cameras and related equipment, child split-belt treadmill, etc.	cupboards storing data from years back			X		
Pain Clinic: Neuropathic pain in knee osteoarthritis and assessment of pain in marginalized populations	CH 1-26	PT	CH 1-26 is used ~ 8 hours each weekday to provide 1:1 and group physical therapy services to the community at an affordable fee. Our services range from treatment and assessment of musculoskeletal, neurological, & chronic pain conditions with group classes provided for patients with hip replacements (Young Hip) and balance/Parkinson's disease (PRIME). We also support MSK research linked with CH 1-42, oncology research linked with CH 1-38, and with Military/Vets (CH 1-74). In addition to serving the community, we support clinical placements for the UA, multiple other Canadian PT programs, international PT programs (Hong Kong, Amsterdam, Chile), and local PTA programs (McEwan/Norquest), approx. 28 student placements annually. Preliminary research has been completed for evaluation of student clinic programming and is ongoing with potential research on YHP/PRIME, use of FES cycling, and continued student clinic evaluation.	Bostick, G	8 -10 Plinths, Lifesize equipment, exercise equipment (resistance equipment, 5 bicycles, 1 NuStep, 2 treadmills, BioDex BWSTT machine, FES Cycling, parallel bars, recumbent bike, mirrors, Theraband/Theraballs, balance equipment, storage for PT Program equipment, ultrasound, laser, NMES, TENS, IFC, etc.) , 4 laptops, 1 desktop computer, charting space	1-26 shares exercise equipment with Cancer research lab. Occasionally 1-38 and 1-42 shares space with student clinic when 1-26 space needed for exams, etc. Student clinic also uses storage space in 1-26 and inbetween 1-26 and 1-38. Student clinic admin support resides in 1-25. Hallway space used for 1:1 treatment and group sessions on a daily basis.				X	More accessible space is desired as the clinic is located in the basement of Corbett Hall and is often difficult to locate and access by our clients, particularly those that are unable to negotiate stairs or are wheelchair-dependent. We often utilize space outside of CH 1-26 for treatment and have difficulty negotiating the equipment stored in CH 1-26. From our opening in 2012-2013, the number of patients has doubled along with gross revenue (5689 visits/$45K+ in 2015). At this point in time, our growth is limited by space however our potential for increased capacity is strong for student placements, community members served, providing interdisciplinary opportunities with health/allied health professions, program development, and research. Other Staff Description: 1.2 FTE PT equivalent, 4 PT/PTA students, 0.5 administrative support, ad-hoc research staff
CV/Medical Simulation: Cardiorespiratory physiotherapy, critical care, clinical education, simulation and interprofessional education	CH 3-44F	PT	Primarily a teaching space. Skill acquisition during the PTHER 544 class labs, and a simulation course in critical care is run in the summer. Two students at a time work through scenarios using the mannequins or standardized patients. The rest of the class is watching using the lifesize equipment in an adjacent room.	Hall, M	Two hospital beds, 3 patient mannequins, computer monitor on wall/TV, lifesize, bed side tables.	Seminar room, or another room connected with lifesize					
Rural Health: current research on physical activity in patients with osteoarthritis in partnership with Covenant Health and AHS; discussions underway for collaboration with other departments in Augustana on a rural health research center and increasing student research involvement	C008, C108	PT (Augustana)	Meetings of team members and clinicians; study design, data analysis etc. May be used for meetings for patients, focus groups etc.	Jasper, L	videoconference equipment, desks/chairs for meetings; current clinical research is occurring in community with overview and meetings in C008, C108 with videoconference to Edmonton and other sites	Note: this space is a classroom used regularly for MScPT program which we are using when it is not in use for that purpose. Dedicated space for meetings and an office is necessary for an ongoing research program.					
Wet or Dry Lab	*future*	*PT*		*future recruit (Edmonton)*			X	X	X	X	
Wet or Dry Lab	*future*	*PT*		*future recruit (Calgary)*			X	X	X	X	
Curriculum Evaluation (Departmental)	CH 3-04 /1-82	OT	Literature reviews and support for data entry and analysis on curriculum courses: coding entries, data storage and retrieval, graphing content for presentations	Roduta Roberts, M. Esmail, S. Liu, L.	Computer (needs updating) Printer	Desk work station and filing cabinet					
Program Evaluation (Departmental)	CH 3-04 /1-82	OT	Annotation of supporting literature Curriculum development, 903 reviews and other class feedback session, prepare class room sessions on disability	Roduta Roberts, M. Esmail, S. Liu, L.	as above	Above					

							Lab Services				
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OPAU: FASD clients(First Nations) and Veterans Assessment: Intakes, coding and analysis for reporting occupational performance profile of adults; Functional assessments FCE for Work readiness and Return to Work assessments (OT Clinic)	CH 1-84	OT	Conversion of services files' assessment scores; inputting inputting into data management and storage systems for future analysis; Secondary analysis of clinic services current other profiling data:	Brintnel, S. Roxburgh, M.	Computer (needs updating). Printer, locked secure storage.	Clinical space for intakes and functional assessment; client meeting debriefings and interdisciplinary research team meetings.					clinic is expanding to include Mary Forhan's obesity clinic in Discovery Mall (ECHA)
Sleep, pain, knowledge translation, education	CH 1-43 and CH 1-45 (shared space with 3 other researchers - Liu, L. / Esmail, S. / Brown, C.)	OT	data collection, analysis, participant interviews and training in intervention, report writing	Brown, C.	printer, PC workstations, phone, locked secure storage	private bookable space for participant interview and intervention				X	need sink but not wet lab
Animal research laboratory	HMRC 506	OT	Shared animal facility with Dr. K. Fouad. Misiaszek uses this space for acute decerebrate experiments. Involves surgery, data recording and analysis.	Misiaszek, J. Fouad, K.	Surgical/prep area, animal treadmill, fumehood, computers, 3D motion analysis system, refrigerator, secure drug storage	Desk/work station away from surgery/testing area for PDF or GS to process/analyze data	X	X	X	X	surfaces must be easily sanitized
Sensorimotor Research Laboratory	CH 1-88	OT	Human gait, balance and motor control laboratory	Misiaszek, J.	treadmill, motion analysis, 4 computers, EMG rack, 2 AMTI force plates, would be nice to have a 15 m walkway with embedded force plates	3 desks for data processing and analysis, 2 portable workstations (data collection), work bench, 1-88A (storage closet) is essential for storage of equipment		X		X	
Sexuality and disability	CH 1-43 and CH 1-45(shared space with 3 other researchers (Lili, L. / Esmail, S. / Brown, C.)	OT	data collection (focus groups), analysis, participant interviews and training in intervention, report writing	Esmail, S.	printer, PC workstations, phone, locked secure storage						
Musicians' health and work disability prevention	-	OT	Literature reviews; data collection and analysis - includes musical sound production and physical measurement, projection of data onto a screen for participant feedback; participant interviews and intervention training; data storage and retrieval; report writing	Guptill, C. (open to sharing space with the caveat that sound may disrupt others, and client confidentiality is essential)	Computer, including laptop for on-site assessment; PC workstations; printer; phone; locked secure storage; wireless, simultaneous surface EMG, motion analysis and heart rate variability measurement; digital recording equipment for interviews/focus groups; computer input pedal for data entry; piano and ergonomic bench; other ergo seating/equipment as required	Space for ohysical measurement- will include musical performance and associated sound production; may include ergonomic assessment, surface EMG, joint movement measurement via wireless motion sensors, heart rate variability measurement; space for key stakeholder engagement, focus groups, individual interviews, and/or education and training; require access to equipment for tele/videoconferencing.				X	Sound bleed to other spaces could be significant at times; Anticipate 1 PhD student in September sound proofing, needs a sink
Social Injustice in First Nations Health	-	OT	Data collection and analysis	Ferrazzi, P. (open to sharing space)						X	
Cognitive rehabilitation and neuroimaging	CH 1-48	OT	Data collection (behavioral data), fMRI paradigm production and data analysis, neuropsychological testing (patients and healthy adults), ERP data analysis, reaction time measurement	Leung, A.	Three desktop computers, two laptops for cognitive training, one E-Prime hardware key for producing and running fMRI and ERP testing paradigms, one chin rest for visual experiments, one set of Cognitive Assessment System, various neuropsychological tests, two sets of reaction time measurement devices (hardware and software; provided by Dr. O from Sapporo Medical University)					X	Staff: 1 to 2 [breakdown: 1 MSc (RehabSci); 1 MScOT (599)]
Supporting Kids Inclusion and Participation	CH 3-78 (shared space: Phelan, S. / Hodgetts, S.)	OT	Literature reviews, data storage and management, data collection, data analysis, participant interviews (children, parents, families, caregivers, supports), intervention development and training, report writing	Phelan, S.						X	
Supporting Kids Inclusion and Participation	CH 3-78 (shared space: Phelan, S. / Hodgetts, S.)	OT	Literature reviews, data storage and management, data collection, data analysis, participant interviews (children, parents, families, caregivers, supports), intervention development and training, report writing	Hodgetts, S.	4 Desktop computers, 2 laptops, workstations, secure storage	private bookable space for participant interview and intervention				X	Staff Description: 1 PhD, 1-2 PhD incoming, 1 MSc (thesis track), 3 occth 599
Psychosocial and Education Lab	CH 1-94 (shared space with Roduta Roberts, M. / Chen, S. / Bremault-Phillips, S.)	OT	Decision-making capacity assessment and Management of responsive behaviors studies - Literature reviews, data storage and management, collection, analysis; participant interviews and focus groups, intervention development and training, networking, key stakeholder meetings, report writing, manuscript preparation and knowledge exchange	Bremault-Phillips, S.	2 Desktop computers, 2 laptops, 2 printers, phone, workstations, secure storage, fridge	space for key stakeholder engagements (80+), focus groups, individual interviews, education/training; need equipment for teleconferencing/video-conferencing				X	Staff Description: RA: Currently 2; variable to 3-4 Graduate Students: 3-4 MScOT; 1-2 PhD incoming; 2-3 OCCTH 599 incoming Others: 1 project study coordinator, 1 undergraduate volunteer, 1 graduate level volunteer; 10 in-kind clinical experts

Area of Research	Current Location	Dep't	Functional Description	Key Users	Equipment (examples)	Support Space Required	Lab Services: FH/ exhaust	Lab Water	Lab Gases	Hand Sink	Remarks
Psychosocial and Education Lab	CH 1-94 (shared space with Roduta Roberts, M. / Chen, S. / Bremault-Phillips, S.)	OT	Substance misuse study - Literature reviews, data storage and management, collection, analysis; report writing, manuscript preparation and knowledge exchange Action Over Inertia study and campus mental health study - Literature reviews, data storage and management, collection, analysis; report writing, manuscript preparation and knowledge exchange	Chen, S.	1 laptop, phone, 1 workstation, secure storage, fridge	Space for individual interviews and focus groups				X	
Psychosocial and Education Lab	CH 1-94 (shared space with Roduta Roberts, M. / Chen, S. / Bremault-Phillips, S.)	OT	Educational research in health science programs including assessment and evaluation at both student and program levels. Literature reviews, data storage and management, data collection, including interviews and/or focus groups, primary and secondary data analysis, manuscript writing	Roduta Roberts, M.	1 workstation, 1 laptop/desktop, 1 printer, 1 projector, secure storage, fridge	private bookable space for participant interviews and focus groups				X	
Aging & Technology	CH 1-43 and 1-45 (shared space with Liu, L. / Esmail, S. / Brown, C.)	OT	- Aging & Technology, afiliated with Smart Condo TM	Liu, L.	printer, PC workstations, phone, locked secure storage, fridge	private bookable space for participant interview, focus groups, education/training and intervention; stakeholder engagements and knowledge exchange activities; need equipment for teleconferencing/video-conferencing				X	
Bariatric Care and Rehabilitation Research Lab	CH 1-46	OT	Program of research focused on quality care and rehabilitation for people with obesity. Reviews of literature, team meetings, data analysis, management and storage, bariatric (oversize) chairs and teaching tools stored here. Report writing, research meetings, small group instruction with trainees.	Forhan, M.	printer, PC workstations, phone, secure locked storage, conference table, small fridge.	private space for interviews on phone or in person.				X	
Family and Disability Studies	CH 3-66	OT		McConnell, D.							
Wet or Dry Lab	*future*	*OT*		*future recruit (Edmonton)*			X	X	X	X	
Smart Condo TM in HSERC	*future*	*OT*		*Liu, L.*							
Bariatric Suite in Discovery Mall	ECHA 3-027	OT		Forhan, M.							
Spinal Cord Research	526 HMRC	FRM	Dr. Bennett's laboratory examines the spontaneous changes that occur in neurons below a spinal cord injury, with the objective of trying to understand and enhance recovery of motor function after spinal cord injury. Using animal models of spinal cord injury, his group examines changes in channels and receptors in neurons that control muscles below the injury, and examines pharmacological methods to compensate for loss of injured neurons and connections. The results are directly applicable to promoting recovery of locomotor function and treatment of unwanted spasticity in humans after spinal cord injury.	Bennett, D.			X	X	X	X	
Blast Induced Traumatic Brain Injury / Resilience Enhancement	CH 174	FRM	These research directions address the most pressing health problems in Canadian Armed Forces (CAF). Currently, the CAF incorporate 64,000 Regular Force and 26,000 Reserve members, whereas the Veterans' population is estimated to approximately 620,000. Of the total active service and veteran population, an estimated 10-30% of the members have already developed or will develop mental health impairments (such as post-traumatic stress disorder / PTSD or major depressive disorder) due to operational stress, or will suffer from blast-induced traumatic brain injury (TBI). These types of injuries have historically proven difficult to detect and treat, and their diagnosis often come with negative social stigmas.	Cernak, I. Hellewell, S.	CryoViz whole-body imaging system for rodents; sonicator for tissue preparations; laboratory oven; analytical scale; biolsafety cabinet; destilled water generator; -80C freezer; -30C freezer; refrigerator; bench centrifuge; concussion device for rodents; penetrating head injury device for rodents; chemical safety cabinet.		X	X	X	X	
Bionic Limbs for Improved Natural Control (BLINC)	5-005 Katz Group Centre	FRM	Targeted re-innervation for upper limb amputation; Sensory feedback systems for myoelectric prostheses; The Myoelectric Training Tool: a clinical and research platform; The Bento Arm; Outcome metrics for upper limb prosthetic performance; Computer Assisted Rehabilitation Environment for performance assessment	Hebert, J							

Area of Research	Current Location	Dep't	Functional Description	Key Users	Equipment (examples)	Support Space Required	Lab Services: FH/ exhaust	Lab Services: Lab Water	Lab Services: Lab Gases	Lab Services: Hand Sink	Remarks
Assistive Technology Lab	CH 3-59	FRM	Purpose: Study of the role of assistive technologies in cognitive and language development in children who have severe physical impairments. The current research program focuses on the control of robotic arm systems for play and education tasks. Activities: Experimental sessions with participants, team meetings, data storage, management and analysis, assistive technology teaching tools storage. Report writing, research meetings, small group meetings with students, tours to the community.	Adams, K	Child-friendly area for conducting experiments. 4 student PC workstations, Two dual monitor workstations with specialized software, Accessible desk. Phone, secure locked storage, rolling table, small fridge, microwave. CRS, Rhino, Microbot, and Lego robots, EMG equipment, various assistive technology access technology.	space for meetings, storage		X		X	Other = volunteer student
Spinal Cord Injury: promoting functional recovery after spinal cord injuries by increasing the regenerative and plastic capabilities of the central nervous system	HMRC 506	FRM	animal housing, testing, and surgery plus one workstation	K. Fouad J. Misiaszek	computer, surgical microscope, caging, training robots, etc			X		X	
Rehabilitation Research Centre: Providing consulting services related to research in rehabilitation science	CH RRC	FRM	Supporting graduate student training in the Faculty of Rehabilitation Medicine; Supporting interdisciplinary grant applications and research fellows/affiliates interested in interdisciplinary research; Developing research links between the university and clinical communities to facilitate clinically relevant rehabilitation research; Maintaining a library of textbooks and other rehabilitation research resources	Gross, D	4 cubicle workstations with computers (4), a meeting area with larger conference table and chairs, library shelving, filing cabinets						
Gait Lab	*future*	*FRM*	*The study of human motion, using the eye of observers and augmented by instrumentation for measuring body movements, body mechanical and the activity of muscles*		*force platforms; motion capture cameras*	*walking space or track*					
Wet Lab	*future*	*FRM*					X	X	X	X	

APPENDIX E

Proposal for Human Movement Lab

A recent success of this GSP is the ability to further advance and subsequently develop a program for a Human Movement Lab, with space being acquired in the Clinical Sciences Building (CSB) Level 2. Building upon the key principles outlined in the GSP, this space will be developed to promote multidisciplinary research initiatives. Furthermore, space vacated in Corbett Hall can be developed to initiate an Interdisciplinary Student Clinic.

The following six (6) pages contain the original space proposal, put forward by the Office of the Dean on 30 August 2017.

Date: August 30, 2017

To: Lorna Baker Perri
Director Space Management
Facilities and Operations

From: RG (Bob) Haennel
Interim Dean
Faculty of Rehabilitation Medicine

Subject: Proposal for Clinical Sciences Building (CSB) Second Floor

Dear Lorna,

Thank you for the opportunity to submit a proposal for the space that has become available on the second floor of the Clinical Sciences building. We have prepared a brief proposal outlining the requirements of the Faculty of Rehabilitation Medicine and how the space in CSB would allow us to meet immediate needs in a manner that aligns with our strategic plan, recommendations from the 2017 Quality Assurance and President's Visiting Committee reviews, and the principles outlined in the recently developed General Space Plan (GSP) of the Faculty.

Should you have additional questions, please do not hesitate to contact me (492-5991) or Deborah Palmer, Assistant Dean Finance and Administration (492-5981).

Sincerely,

R G (Bob) Haennel, PhD, FACSM
Interim Dean
Faculty of Rehabilitation Medicine

Phone: 780-492-5991
Email: bob.haennel@ualberta.ca

Background

The FRM at the University of Alberta (UA) is one of the leading Canadian faculties in rehabilitation education and research. The FRM is comprised of 3 Departments (Communication Sciences and Disorders, Occupational Therapy, and Physical Therapy), which provide masters entry to practice education for 787 students entering the fields of OT, PT or Speech Language Pathology (SLP). In addition to these entry to practice programs, the FRM offers Master's and Doctorate programs in Rehabilitation Sciences which are coordinated through the FRM Faculty Office under the direction of the Associate Dean, Graduate Studies. The Faculty also has responsibility for 5 institutes and centres that engage in research, education, and/or clinical practice: Alberta Centre on Aging; Institute for Stuttering Treatment and Research (ISTAR); Institute for Reconstructive Sciences in Medicine (iRSM); Glen Sather Sports Medicine Clinic and the Rehabilitation Research Centre.

The FRM has facilities within 3 cities across Alberta: Edmonton, Calgary and Camrose. At the Edmonton north campus, the FRM is housed within 6 buildings (Corbett Hall, the Kaye Edmonton Clinic, ECHA, the Heritage Medical Research Centre, College Plaza, and the Clinical Sciences Building). The distribution of teaching, research, and administrative space within facilities both across the Edmonton North Campus and the province has been at times strategic and at times in response to space constraints. The faculty has experienced consistent growth in our educational programming, research, and clinical services over the past 5 years. Enrollment in our academic programs has increased, up to 60% in some programs, and we have established satellite programs at Augustana and Calgary to allow increased student numbers. Our Continuing Professional Education program has expanded and established formal links to universities in China and Colombia. Research productivity has steadily increased and we have 10 different clinics, institutes and centers which link researchers and students with the community. As our Faculty continues to grow, our projected growth for our educational, research and clinical programming will not be easily accommodated. While the satellites have reduced enrollment pressure on our Corbett Hall facilities, we still exceed classroom capacity and must section classes in order to deliver courses. Available research space in Corbett Hall is also fully utilized. We have strategically located research labs to facilities across campus and rely on the ability of other faculties to continue to accommodate our needs for animal research facilities. We have recently signed an agreement to relocate our ISTAR operations in Calgary into the University of Alberta Calgary Centre building and our student clinics (Corbett Hall Early Education Program, Corbett Hall Student Physical Therapy Clinic, Corbett Hall Speech Language Clinic) in Corbett Hall are at capacity.

Given our current space constraints and trajectory for continued growth, the Faculty recently engaged in a space inventory and needs forecasting activity with the Office of the University Architect. This collaborative process engaged faculty, staff, researchers and administrators in a critical review of current space usage and forecasted needs. The resulting General Space Plan (GSP) clearly demonstrates that the goals we have set in our 2017-2020 Strategic plan to allow us to continue to grow as a world leader in rehabilitation education, research and community engagement cannot be realized without addressing current and future space challenges.

Immediate Needs and Opportunities

During the development of the GSP the Faculty identified immediate (1-2 years) and longer term needs (3-5 years) for space, as well as opportunities to reimagine space utilization through a different

approach to research and clinical education. Purpose-built, integrated, multidisciplinary labs and interdisciplinary student clinics were identified as strategic approaches that would maximize resources, efficiently utilize physical space and support our goals related to 1) research infrastructure, 2) research collaboration; 3) cross discipline teams, and/or 4) interdisciplinary clinical education. Recommendations from the Quality Assurance and President's Visiting Committee Reviews that support these goals include:

- *address the externally-validated space needs*
- *a higher premium should be placed on research and support*
- *lack of social and study space*
- *finding the right balance between discipline-specific training, required for the profession and mandated by the accreditation bodies, and greater interprofessional education, is difficult. The Faculty should continue its efforts in this area.*

The immediate needs of the FRM related to office, research, instructional and student space which cannot be managed through turnover of space during normal faculty renewal are detailed in the table below.

Requirement	Assignment	Department	Notes
Administrative			
Office	Department Chair	Physical Therapy	Hire July 2018
Office	Faculty Member	Rehabilitation Medicine	Hire July 2018
Office	APO/SOTS	Rehabilitation Medicine	Hire Fall 2017 InterD Clinic Coordinator
Office	APO/SOTS	Rehabilitation Medicine	Hire Fall 2017 Asst Director Advancement
Office - 4	ATS	All Departments	Currently 8 full time, long term Academic Teaching Staff have shared offices in Corbett Hall.
Research			
Research Lab	Department Chair	Physical Therapy	New Hire July 2018
Research Lab	Faculty Member	Rehabilitation Medicine	New Hire July 2018
Research Lab	Faculty Member	Occupational Therapy	Replacement Hire July 2018. Renewal of 1 FTE without current lab
Human Movement / Gait Analysis	Multiple Researchers	Across Departments	Purpose-built, Multidisciplinary
Instructional			
Interdisciplinary Clinic	Multi-disciplinary	Across Departments	Development in 2017-2018, Pilot project 2018-2019
Seminar Rooms	Multi-disciplinary	Across Departments	
Student Space	Multi-disciplinary	Across Departments	Study and common space
Teaching Lab	Occupational Therapy	Occupational Therapy	
Teaching Lab	Communication Sciences and Disorders	Communication Sciences and Disorders	

Over the years, researchers in the FRM have shared lab space and equipment in Corbett Hall, CSB, ECHA, and HMRC. However, there has not been the opportunity to develop a purpose-built, integrated, multidisciplinary lab. In particular, opportunities for integrated, multidisciplinary research labs in Corbett Hall are restricted by the design and layout of this historic, heritage building. Such a lab would enhance efficiency by providing common resources and equipment to research teams within the Faculty, support collaboration between researchers and disciplines, and facilitate the translation of research to clinical practice. This lab model was identified as a preferred lab model in the GSP (p.v). The available space in CSB is a unique opportunity for the FRM; it is consistent with the research goals of our strategic plan and is ideal for the creation of a purpose-built, multidisciplinary **Human Movement Laboratory.**

The development of the Human Movement Lab in CSB would free up space in Corbett Hall to address some of the Faculty's immediate space needs and allow the Faculty to build upon another goal from our Strategic Plan – an **Interdisciplinary student clinic** (also identified as a priority in the GSP p.v). Interdisciplinary practice is a key component of the professional programs in the Faculty (Occupational Therapy, Physical Therapy, and Speech Language Pathology) and emerged as a theme during recent Quality Assurance Reviews. The development of a multidisciplinary student clinic would provide the ability to share common resources among the Departments and provide a better practice and teaching environment for all students within the Faculty.

Proposal: 2nd Floor CSB & Corbett Hall Backfill

The size and configuration of CSB 2-151 is ideal for our proposed **Human Movement Laboratory** as it will allow for the transfer of large research equipment from existing labs as well as provide opportunity for innovation in specialized human movement analysis. The Human Movement Lab will also include the development of a **Gait Analysis Module** (identified as a priority in the GSP p.45) which has not been possible to date due to the amount of space required for walking tracks, force platforms, wheelchair propulsion, etc. The lab will bring together 6 research teams from different disciplines (Neuroscience, Occupational Therapy, Physical Therapy and Cardio-respiratory Rehabilitation) and distinct research areas (Management of Chronic Conditions, Neuroscience, and Health Technologies) and will allow for sharing of resources and equipment. The adjacent offices (CSB 2-160 to 2-186) will provide excellent accessibility to the lab for the research teams as well as the inclusion of an ultrasound imaging module (CSB 2-188) for the Human Movement Lab. Currently in Corbett Hall, research teams of staff, graduate students and post-doctoral fellows often have work space within labs due to the lack of available space within Corbett which can hinder the amount of equipment and the type of work possible in a given lab as well as restrict the ability of graduate students to collaborate effectively with their peers.

With the space made available in Corbett Hall by researchers joining the Human Movement Lab, the faculty intends to furnish a new faculty member with a **lab and office** (CH 1-88 and 1-86), combine two vacated labs into an **Interdisciplinary student clinic** (CH 1-79 and CH 1-81) , and create much needed **seminar/study space** (CH 2-28). The new faculty member is currently under recruitment in the Department of Occupational Therapy and will replace a retiring faculty member who had an office, but did not need lab space. Space to establish the Interdisciplinary Student Clinic is a significant milestone in our strategic plan aimed at

providing our students with clinical practice in an interdisciplinary environment. Many Canadian institutions have strong interdisciplinary clinics as interdisciplinary education is a key component of accreditation for the professional programs. To create optimal seminar space, our communications team will be relocated to vacated lab CH 3-82 allowing CH 2-28 to be transformed into a seminar room within the corridor of existing seminar rooms and student common space. It is the practice within the Faculty to allow students to study in seminar rooms when not in use due to the limited common space in Corbett Hall.

The design and outfitting of a Gait Analysis module and the configuration and movement of existing equipment from 5 research groups located in 4 labs (CH 1-81, CH 3-82, CH 1-79, CH 1-88) to create a Human Movement Lab that has the capacity to evaluate human movement from infants to seniors and across a wide spectrum of conditions is a considerable endeavour, however the researchers involved are excited by the opportunity and the Faculty is committed to realizing our strategic goals related to facilitating research collaboration, improved research infrastructure and interdisciplinary education.

The following table illustrates the proposed assignment of space within CSB and Corbett Hall.

Second Floor CSB

Room	SQM	Assignment	Notes	Vacating
2-160	14.18	Haennel Lab Personnel	2 workstations	CH 1-79 & CH 3-44
2-162	11.45	PT Chair Lab Personnel	2 workstations	New
2-164	11.56	Lab Coordinator	1 work station	New
2-166	19.42	New Hire Lab Personnel	2 Workstations	New
2-168	14.02	Shared Lab Personnel	2 workstations	CH 1-88, CH 1-81
2-180	14.24	Misiaszek Lab Personnel	2 Workstations	CH 1-88
2-182	13.62	Whittaker Lab Personnel	2 Workstations	CH 3-24, 1-81
2-184	13.68	Woodhouse Lab Personnel	2 work stations	CH 1-81, 3-24
2-186	27.36	Shared Personnel / Post Docs	5 workstations	CH 1-79, CH 1-88, 3-44, 1-81, New
2-188	32.04	Ultrasound Lab		CH 1-81
2-179	36.1	Meeting Room		New
2-175	18.96	Lunch and meeting room		New
Open	262	Lab	Human Movement Lab	CH 1-88, 1-79, 3-82, 1-81

6th Floor CSB

Room	SQM	Assignment	Notes	Vacating
6-110H	11.87	New Hire FRM		
6-135	14.22	John Misiaszek		CH 1-86

Corbett Backfill

Room	SQM	Assignment	Notes
CH 1-81	44.99	InterD Clinic	Formerly L. Woodhouse
CH 1-79	49.78	InterD Clinic	Formerly RG Haennel
CH 1-86	13.95	New Hire - OT	Formerly J. Misiaszek
CH 1-88	49.96	New Hire - OT	Formerly J. Misiaszek
CH 3-82	51.66	Communications	Formerly J. Yang
CH 2-28		Seminar Room	Formerly Communications
CH 2-17	10.64	Emeritus	Moved from CSB 6-135. Formerly Military Chair Asst.

Detailed Lab Personnel Assignments

Room	SQM	Assignment	Notes	
2-160	14.18	Haennel Lab Personnel	2 workstations	▪ M Yavari, Grad Student ▪ A. Ramadi, Post Doc
2-162	11.45	PT Chair Lab Personnel	2 workstations	▪ RA A ▪ RA B
2-164	11.56	Lab Coordinator	1 work station	To be Hired
2-166	19.42	New Hire - Lab Personnel	2 Workstations	▪ RA A ▪ RA B
2-168	14.02	Shared Personnel	2 workstations	▪ L Truong, grad student (Whittaker) ▪ A Toth Grad student (Misiaszek)
2-180	14.24	Misiaszek Lab Personnel	2 Workstations	▪ K Fenrich, Research Associate ▪ M Bryanton, Post Doc
2-182	13.62	Whittaker Lab Personnel	2 Workstations	▪ M Viktrova, Rsch Coordinator ▪ C Le , Grad Student
2-184	13.68	Woodhouse Lab Personnel	2 work stations	▪ M Miciak, Post Doc ▪ A Tawiah, Grad Student
2-186	27.36	Shared Personnel	6 workstations?	▪ C Holt Grad Student (Whittaker) ▪ S Gawad, Grad Student (Haennel) ▪ JP, Grad Student (Haennel) ▪ F Baghbaninaghadehi, Grad Student (Woodhouse) ▪ Drop-in space ▪ Drop-in space
2-188	32.04	Ultrasound Lab		
2-179	36.1	Meeting Room		
2-175	18.96	Lunch and meeting room		
Open	262	Lab	Human Movement Lab	