

# Pursuing a Post-Professional Master’s Degree: Is the Master of Rehabilitation Science (MRSc) a Good Fit?

*If you believe you meet the [UBC Master of Rehabilitation Science admission requirements](#) the following questionnaire may help you assess whether the UBC Master of Rehabilitation Science is a good fit for you. We hope you’ll find it is!*

## A. Career Direction

1. What are your main reasons for pursuing graduate studies?

Check any that apply:

- Remain competitive in existing role and practice
- Increase confidence to change current practice
- Open up opportunities for more challenging roles and positions
- Gain credentials to increase eligibility for new positions
- Feel more in control of career direction
- Increase research skills
- Learn something new and gain new perspectives
- Other, \_\_\_\_\_

2. Check any of the following roles that you would like to maintain, resume or assume.

<b>Role</b>	<b>Maintain</b>	<b>Resume</b>	<b>Assume</b>
Expert Clinician (specialist)			
Educator – practice-based			
Clinical Researcher			
Academic – Tenure Track			
Researcher			
Research Associate			
Educator – higher education			
Administrator/Manager			
Marketing and Sales			
Policy Maker			
Other:			

If you are interested in academic roles the MRSc may be the first step in testing this out. Those wishing to pursue a PhD are asked to consult with the program director prior to applying.

3. Describe how you see your career in the future.

## B. Interests

1. What subject areas interest you? Consider whether they are specific to a profession or more generally in terms of rehabilitation or health care. The areas on the left are addressed in the current UBC Master of Rehabilitation Science program. Learners fill gaps by taking up to 6 credits (two full-time courses) outside of the program.

Subject Areas Offered in the Master of Rehabilitation Science	Check if interested
Effective literature searches and evaluating evidence	
Knowledge translation plans	
Strategies for changing outdated practice	
Development of education programs – small or large	
Inter-professional decision making	
Advanced clinical reasoning	
Ethics	
Change management	
Leadership skills and practices	
Program planning and evaluation	
Measurement in practice	
Conducting systematic reviews	
Advanced writing and communication skills	
Research methods	

## C. Supports

1. Who may support your pursuit of graduate work? Check any that apply and jot down how they may support you.

Who	How
Employers	
Colleagues	
Spouse/partner	
Friends & Family	
Others	

2. What are the barriers to you pursuing graduate studies? How might these be overcome?

The following is a list of common barriers to pursuing and/or completing graduate work. To the right are strategies identified by current learners and alumni that may help you to overcome the barriers. You may be surprised to find that graduate work is possible now or in the very near future by putting some of these in place.

Barriers	Yes/No	Ways to overcome
Time		<ul style="list-style-type: none"> <li>• Study part-time over a period of 5 years, or full-time and complete in a year, or choose a combination to complete in 2-3 years.</li> <li>• Use course assignments to complete work-related projects.</li> <li>• Online studies decreases travel time.</li> <li>• List others....</li> </ul>
Finances		<ul style="list-style-type: none"> <li>• Pursue part-time studies while working so you have no loss of income</li> <li>• Loans from banks or family</li> <li>• Workplace continuing education funds</li> <li>• List others...</li> </ul>
Other Roles & Interests		<ul style="list-style-type: none"> <li>• Learners who are also parents identified importance of reserving one day of the weekend for studies and one day for family. Some with older children studied together in the evenings.</li> <li>• Some learners found that keeping their regular exercise regime helped to decrease study stress so cut back more on household chores. "The vacuuming could wait but the walk couldn't."</li> <li>• Negotiating with family and/or paying for help with household chores.</li> <li>• Some fit in reading an article while waiting for a child's sport practice to be over.</li> <li>• Explaining a reading to a spouse or parent helped increase understanding of the material and kept others informed of their studies.</li> <li>• List others...</li> </ul>
Don't meet entry requirements		<ul style="list-style-type: none"> <li>• Discuss with a faculty advisor</li> <li>• Take courses to upgrade</li> <li>• List others...</li> </ul>

continued...

Barriers	Yes/No	<ul style="list-style-type: none"> <li>• <b>Ways to overcome</b></li> </ul>
Confidence		<ul style="list-style-type: none"> <li>• Try one course</li> <li>• Discuss with a faculty advisor</li> <li>• Discuss with learners already in the program</li> <li>• List others ...</li> </ul>
Language		<ul style="list-style-type: none"> <li>• Write the university language proficiency test in English or French to assess your skills</li> <li>• Take ESL remedial courses</li> <li>• Take a university level course in English to test and enhance your skills</li> <li>• List others...</li> </ul>

## D. University/Program Preferences

1. What characteristics of the institution and/or program are important to you?  
Check any that apply.

Positive reputation of the university	
Positive reputation of program	
High academic standards	
Positive reputation of faculty	
Diversity of faculty backgrounds	
Diversity of courses	
Flexible pacing	
The option of a research <b>or</b> course-based degree	

## Conclusion

I will continue to explore graduate work in the areas of \_\_\_\_\_,

My goal is to apply in \_\_\_\_\_ and complete in \_\_\_\_\_.

Graduate studies are not for me at this time because

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*If you have any questions, please don't hesitate to contact us.*