

Program Progress Report

Institutional Quality Assurance Program (IQAP) Review

MASTER OF SCIENCE (PHYSIOTHERAPY) PROGRAM

Date of Site Visit:

- February 27 & 28, 2023

Progress Report Prepared by:

- Sarah Wojkowski – Assistant Dean Physiotherapy
- Jasdeep Dhir – Director of Clinical Education (Physiotherapy) & Acting Assistant Dean (July 1 – Dec 30, 2024)

**Please outline below how recommendations from the initial program review have been addressed.
[Please fill in one table for each recommendation from the original Final Assessment Report]**

Recommendation:
Establish processes to help facilitate improved response rates and optimize receiving constructive feedback from employers, graduates, clinical preceptors, and students.
Responsibility for Implementation:
Chair, Physiotherapy Program Evaluation Committee (Lisa Carlesso) Director, Clinical Education (Physiotherapy) (Jasdeep Dhir) Assistant Dean (Physiotherapy) (Sarah Wojkowski)
Anticipated Timeline for Completion:
1 year (2023- 2024)
Additional Notes/Commentary:
Progress (check one) <input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Other (please explain)
Department's Comments:
To help facilitate improved response rates and optimize receiving constructive feedback from employers, graduates, clinical preceptors and students the following initiatives have taken place over the 2023-2024 academic year:

Alumni / Graduate Feedback

- The MSc(PT) Program continued to work with the Alumni Office to distribute the Alumni Survey to graduates approximately 10 – 12 months after they graduated from the MSc(PT) Program. The email was sent out on May 27, 2024 through the Alumni Office email distribution list (See [Appendix 1](#) - Alumni Office Email Request to Request Participation in Graduate Survey).
- The MSc(PT) Program also posted a message on [Instagram](#) (May 22, 2024) and on the Class of 2024's Facebook Page informing the alumni that the survey was available and how to access the survey link (See [Appendix 2](#) - Facebook Post to Class of 2024 to Request Participation in Graduate Survey).
- An alumna who remained in contact with the MSc(PT)Program also agreed to help promote the survey via their networks. An email was sent on May 14,2024 and again on May 22,2024 to request the individual reach out to the peers and circulate the request for this survey completion (See [Appendix 3](#) - Email to Alumna to Request Assistance in Circulating Survey).
- A small prize consisting of a MSc(PT) Program shoulder bag, T-shirt and coffee mug was offered as a randomly selected prize for those who completed the survey.
- The response rate for this survey was 50% (33/66).

Preceptor / Clinical Instructor Engagement

- A variety of approaches have been implemented to improve response rates and optimize the receipt of constructive feedback from clinical preceptors. These include:

Annual Clinical Partner Relations Survey

- The clinical partner relations survey (See [Appendix 4](#) – Clinical Partner Relations Survey), first circulated in 2021, seeks to receive feedback on the processes associated with placement offer collection, resources available to guide supervision of students, interactions and support through the clinical education team and the value of clinical partnership.
- To ensure we are maximizing response rates, this survey is circulated annually with a certificate of appreciation to any clinical Instructor who has completed placement supervision within a pre-determined timeframe (August 15, annually). This typically amounts to approx. 150-200 clinical instructors in the designated time frame. The survey has 5 sections, and takes approx. 10-15 minutes to complete. The clinical education team has and will continue to monitor response rates for this survey and to date they are as follows; 2021 – 66; 2022 - 37; 2023 – 44.

Clinical Education Survey

- The Clinical Education Survey (See [Appendix 5](#) – Clinical Education Survey) has been developed to determine clinical instructors' perspectives on the level of preparedness of students entering into clinical placements across the program.
- This survey will be circulated to any clinical preceptors within the MSc(PT) program geographical catchment who has supervised students from the Class of 2020 to the Class of 2024.
- To maximize the number of responses received the program will disseminate this survey in September 2024 as this does not conflict with the Clinical Partner Relations survey.

In-Person Site Visits

- The Director of Clinical Education (DCE) values the opportunity to connect with clinical partners through site visits which allow the DCE to recognize and celebrate individuals who offer clinical placements, seek to better understand perceived barriers to placement supervision and to respond to questions and/or concerns related to clinical education. Between April 2023- May 2024, the Clinical Education Team conducted 10 site visits (See [Appendix 6 – Clinical Partner Site Visits](#)) with existing clinical partners.
- The number of individuals attending these visits ranged from 5-40 team members.
- To ensure site visits capture the needs of the site, the DCE connects with the site placement coordinator to determine the specific objectives and any questions generated in advance.
- Outcomes from site visits have resulted in the development of resources for both clinical preceptors and students to support clinical education. One such example is a slide presentation on expectations of learners on placement related to professionalism and self-directed learning. (See [Appendix 7 - Professionalism and Self-directed Learning on Clinical Placement](#)) This presentation has been shared with clinical partner sites and integrated into in-person preparing for clinical practice sessions by the DCE.

Focus Groups

- The DCE worked with the MacPherson Institute to organize focus groups to receive feedback from our clinical instructors in the spring of 2024.
- Clinical instructors were identified for invitation to participate if they had supervised multiple MSc(PT) students across various placements within the renewed curriculum; first implemented in the Class of 2020 and/or had been involved with clinical placement organization/oversight.
- The focus groups sought to receive general feedback on the program (strengths and opportunities for improvement) with three prompting questions; 1) What is working well in the program? 2) What is not working well, or inhibiting preparing students for clinical practice in the program? 3) What suggestions do you have to improve the program?
- These sessions took place virtually May 22,2024 and May 24,2024 at 12:00-1:00pm EST where there were 7 and 8 participants respectively.
- Sessions were facilitated by members of the MacPherson Team. No members of the McMaster Clinical Education Team participated in the focus groups.
- A feedback report was generated and shared (See [Appendix 8 – PT Clinical Focus Group Compiled Feedback Report](#)) from MacPherson Institute). The data from this report and responses from the Clinical Education Survey (See [Appendix 5- Clinical Education Survey](#)) will be collated, analysed with subsequent recommendations from the Clinical Education Team brought back to the Physiotherapy Curriculum Committee in Winter 2025 for review and implementation.
- The results and any implemented recommendations/plans will be shared with the Clinical Advisory Group and with clinical instructors broadly in Spring/Summer 2025.

Student Feedback

- In the Fall of 2023 the MSc(PT) Program transitioned course and faculty evaluations over to Student Census and Experience Survey (SCES) BLUE by Explorance for Unit 1 (Class of 2025) and Unit 4 (Class of 2024)
- This transition resulted in a review and shortening of the course and faculty evaluations, and also allowed for students to receive automatic reminders for survey completion.

- On May 8, 2024, the Assistant Dean (Physiotherapy) met with the students in the Physiotherapy Class of 2025 to discuss low participation rates and how they would like to engage in providing feedback about course and faculty evaluations (See [Appendix 9](#) –Drop in with Assistant Dean Slide Deck, May 8, 2024). During this meeting students agreed that time in the calendar would be helpful – but also requested a portion of their grade be assigned to completing these evaluations which they reported being common place in undergraduate programs. This latter request was declined by the Assistant Dean, but the Master of Science (Physiotherapy) program is committed to meeting with students both via large group sessions, and through the Physiotherapy Education Committee (PTEC) to continue to receive feedback from students.
- In the Spring / Summer of 2024 in response to the meeting with the Assistant Dean, a booking was inserted in the Avenue to Learn (A2L) Calendar for the MSc(PT) Program Courses to remind students to complete the course and faculty evaluations during the timeframe that they were available. This approach was used to ensure students had dedicated time in their schedule to help ensure completion of these evaluations (See [Appendix 10](#) – Screen Shot of Calendar Blocking in A2L Calendar for Course & Faculty Evaluations for Class of 2024).

Dean's Comments:

We are satisfied that the PT Program team has made every reasonable effort (and indeed, gone above-and-beyond “reasonable” efforts) to improve Alumni engagement and monitoring of post-graduation outcomes. This is always a challenge.

PT maintains a vibrant network of clinical placement sites, and we encourage the program to continue the in-person sites visits as a particularly fruitful strategy to shepherd these important relationships.

With the advent of online student evaluations, we have seen response rates decline campus wide. It is required to give opportunities for students to provide feedback and to consider this feedback seriously. PT does this appropriately.

QAC Comments (to be filled in by Quality Assurance Committee):

QAC reviewed this report and had no further comments or concerns.

<p>Recommendation:</p> <p>Consider ways to provide more time in program to complete surveys, offer incentives, or consider other methods such as focus groups with alumni, employers, or site visits to garner feedback.</p>
<p>Responsibility for Implementation:</p> <p>Director, Clinical Education (Physiotherapy) (Jasdeep Dhir) Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>
<p>Anticipated Timeline for Completion:</p> <p>1 year (2023- 2024)</p>
<p>Additional Notes/Commentary:</p>
<p>Progress (check one)</p> <p>X Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Other (please explain)</p>
<p>Department's Comments:</p> <p><i>**The actions identified for this recommendation were determined to be the same as for the recommendation noted above. As such, the content presented below relates not only how the Program has worked to facilitate improved response rates and optimize receiving constructive feedback, but also how to provide more time and incentives to garner feedback. **</i></p> <p>The program has taken the following steps to address the recommendation about how to garner feedback:</p> <p>Alumni / Graduate Feedback</p> <ul style="list-style-type: none"> • The MSc(PT) Program continued to work with the Alumni Office to distribute the Alumni Survey to graduates approximately 10 – 12 months after they graduated from the MSc(PT) Program. The email was sent out on May 27, 2024 through the Alumni Office email distribution list (See Appendix 1 - Alumni Office Email Request to Request Participation in Graduate Survey). • The MSc(PT) Program also posted a message on Instagram (May 22, 2024) and on the Class of 2024's Facebook Page informing the alumni that the survey was available and how to access the survey link (See Appendix 2 - Facebook Post to Class of 2024 to Request Participation in Graduate Survey). • An alumna who remained in contact with the MSc(PT)Program also agreed to help promote the survey via their networks. An email was sent on May 14,2024 and again on May 22,2024 to request the individual reach out to the peers and circulate the request for this survey completion (See Appendix 3 - Email to Alumna to Request Assistance in Circulating Survey).

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Dean's Comments:

We are satisfied with the program's efforts to address the recommendations.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

<p>Recommendation:</p> <p>Show evidence of how feedback is considered in curriculum design/school initiatives to demonstrate actions to address recommendations.</p>
<p>Responsibility for Implementation:</p> <p>Chair, Physiotherapy Program Evaluation Committee (Lisa Carlesso) Director, Clinical Education (Physiotherapy) (Jasdeep Dhir) Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>
<p>Anticipated Timeline for Completion:</p> <p>2 years (2023 – 2025)</p>
<p>Additional Notes/Commentary:</p>
<p>Progress (check one)</p> <p><input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Other (please explain)</p>
<p>Department's Comments:</p> <p>The MSc(PT) Program has consistently and routinely considered student feedback in curriculum design / school initiatives. Two specific examples are provided below:</p> <ol style="list-style-type: none"> 1. Student partner project – videos to support acquisition of clinical skills in the MSc(PT) Program <ul style="list-style-type: none"> • In the Spring term of 2022, in response to student course feedback requesting asynchronous videos to support their independent learning of clinical skills, a small team of faculty lead by Prof. Greg Spadoni, submitted an application to the Student Partner Program (SPP) for a small grant that would engage learners in the MSc(PT) Program in compiling a list of desired video topics and producing brief videos to address these needs (See Appendix 11 – Spadoni et al, Student Partner Project Application, Summer 2022). This application was successful and ended up launching the first of three subsequent applications to the SPP Program to develop an online library of resources to support student learning. In each iteration of the grant, the paid student partner positions (typically 2 – 3 per project) are posted and students in the current MSc(PT) Program and other Health Sciences Program with relevant skills are invited to apply for the position(s). These positions include a student videographer, and student demonstrators who will be producing the script for the videos and who will be in the video performing and explaining the skills with faculty supervision. Thus far, the SPP Video projects have resulted in 51 videos (See Appendix 12 - Spadoni et al Student Partner Project Video Links), primarily focussed on musculoskeletal assessment. The third project is currently

ongoing and is expanding the video library to include skills in other practice areas (i.e. cardiovascular).

2. Allocating tutor assigned participation marks to the Problem Based Tutorial Course (PBT)

- In October 2021 students started to provide feedback to the MSc(PT) Program that they would recommend a small portion of their overall course grade for each Problem based tutorial (PBT) course be assigned from the PBT tutor who would directly observe their interactions over the course of the term (instead of being assigned a grade of PASS / FAIL only for the tutorial component of the course) (See [Appendix 13](#) – Oct 2021 Student Report for Physiotherapy Education Evaluation Committee, PTEC).
- This practice has not historically been implemented in the MSc(PT) Program, and prior to implementing this change, the faculty member in the PBT Oversight role (Jenna Smith-Turchyn), reviewed the process used by other programs in the School of Rehabilitation Sciences who used a PBL approach and developed a proposal that would allocate a small percentage of the grade based on participation across the unit, but also considered how expectations would and should increase over the course over the full academic program. During this time, it allowed the Program to also monitor student feedback to ensure that the trend / request for this change was not an isolated instance (which it was not) (For example - See [Appendix 14](#) – Student Report to PTEC, March 2023 & CO2023 U4 Unit PBT Report-Observations and Recommendations of Course Coordinator).
- In Nov 2022, the feedback about the request to assign grades to PBT tutorial participation was shared at the Physiotherapy Curriculum Committee (PTCC) (See [Appendix 15](#) – Nov 2022 PTCC Meeting Minutes). In response to this sharing, a proposal was made to the Physiotherapy Curriculum Committee (PTCC) by Dr. Smith-Turchyn that addressed student feedback by recommending 10% of the overall course grade be assigned by the tutorial based on participation criteria (See [Appendix 16](#) – April 2023 PTCC Document – PBT Grading Proposal; and [Appendix 17](#), [Appendix 18](#), [Appendix 19](#) Guidelines for Student Tutorial Performance U1 & U2; U3; U4 & U5). This proposal was adopted in June 2023 and students in the Class of 2025, Unit 1 (Sept 2023) were the first students to have a portion of their grade assigned based on this proposal. Each unit handbook has now been updated, such that students are provided with a clear description of how the grades are assigned based on this participation ([Appendix 20](#) –Unit 1 Handbook – PHYSIOTH 741 - Problem Based Tutorial Course) for an example of the overview provided)

Other examples not identified in detail here include:

- Engaging a student partner to re-design the graphic of the spiral curriculum ([Appendix 21](#) – Redesigned Graphic Image of the Spiral Curriculum)
- Implementing a clinical education session on grief in Unit 2 (Class of 2025) – ([Appendix 22](#) - Grief Workshop Session Outline)

3. Clinical Education

There are various avenues by which the DCE demonstrates how feedback is being considered in curriculum design/school initiatives to students and community partners

Students

In person Clinical Practice sessions and Unit Reports:

- Prior to each clinical placement the DCE meets with students for at minimum two in person sessions to debrief on the previous placement experience and then prepare students for the upcoming placement. In the de-brief the DCE includes information to reflect feedback that was captured in course evaluations/ feedback and any resultant course modifications/ changes are presented. Any additional guidelines/ resources that are updated/ developed based on feedback are also communicated during these sessions (See [Appendix 23](#) - Unit 4_CP III_ Clinical Education Debrief Session 1_CO2024). Additionally, student feedback from course evaluations and in-person debriefs are captured within Unit reports. Any short and long term changes to course content, resources and processes are identified in the Unit reports (See [Appendix 24](#) - Clinical Education CP II Unit Report_CO2024). Examples of changes that have been implemented based on student feedback include; clinical education absence guidelines (See [Appendix 25](#) - Clinical Education Handbook, section 8.1); integration of a grief workshop ([Appendix 22](#) - Grief Workshop Session Outline) and development of asynchronous preparing for clinical practice clinical practice resources. (See [Appendix 26](#) - Preparing for Clinical Practice links to Asynchronous Presentations).

Clinical Partners

- One pathway by which DCE communicates program updates and receives feedback from community partners is through the clinical advisory group. Examples where feedback from community partners has been considered in curriculum design include updates to the SPIREL curriculum graphic/program philosophy and sharing trends identified in clinical education performance evaluations across each cohort (See [Appendix 27](#) - Clinical Advisory Group Minutes November 2023_SPIREL Graphic). These trends are also shared widely to clinical instructors and made available through the partner pages of the MSc(PT) program website (<https://srs-pt.healthsci.mcmaster.ca/education/partners/clinical-education-resources/>). The DCE has also introduced an annual session that can be attended synchronously or viewed asynchronously where integration of feedback and program updates are shared. Links to these sessions are readily available through the partner pages of the website under additional presentations (<https://srs-pt.healthsci.mcmaster.ca/education/partners/orientation-modules-presentations/>).

Dean's Comments:

We are confident that the PT program considers feedback conscientiously.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

<p>Recommendation:</p> <p>Continue to monitor outcomes and challenges for dual program students.</p>
<p>Responsibility for Implementation:</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski) Assistant Dean (Rehabilitation Sciences) (Ada Tang)</p>
<p>Anticipated Timeline for Completion:</p> <p>2 years (2023 – 2025)</p>
<p>Additional Notes/Commentary:</p>
<p>Progress (check one)</p> <p><input type="checkbox"/> Completed X In Progress <input type="checkbox"/> Other (please explain)</p>
<p>Department's Comments:</p> <p>Addressing Challenges:</p> <ul style="list-style-type: none"> • Since the time of the IQAP review, the Assistant Dean (PT) and the Assistant Dean (Rehabilitation Sciences, RS) were approached by a dual degree learner inquiring if or how a component of one or more placements could be used to support research activities being completed as part of their PhD studies. • In response to this request, and in collaboration with the Asst. Dean (PT) and Asst. Dean Rehab Sciences, a pathway for dual degree learners to engage in a research knowledge translation activity that would be considered a part of a clinical placement was proposed by the DCE and Assistant Dean (PT). • In recognition and appreciation that students who enrol in the dual degree MSc(PT) Program/PhD Rehabilitation Sciences are developing their academic and clinical expertise to apply for and fill clinician scientist and/or academic positions, the MSc(PT) program supports dual degree students with unique placement opportunities. Specifically, in either Clinical Practice (CP) III or Clinical Practice (CP) IV, dual degree learners can apply for a placement that integrates customized research/scholarly activities for up to 20% of the total allocated placement time (See Appendix 25 - Clinical Education Handbook, section 4.9) <p>Monitoring Outcomes:</p> <ul style="list-style-type: none"> • The first two students graduated from the MSc(PT) / PhD Dual degree Program in Fall 2023. These two graduates have both started post doctoral fellowships (one – Western University; one – McGill). Additionally, both graduates have already completed sessional teaching contracts with the School of Rehabilitation Sciences in either the Rehabilitation Science (RS) or the MSc(PT) Program - teaching statistics and research methods respectively.

- The second two students who are enrolled in the MSc(PT) / PhD Dual degree program graduated from the MSc(PT) component in Fall 2023. They are now working to complete the PhD degree with anticipated graduation dates of December 2024.
- The Assistant Dean (Rehabilitation Sciences) and Assistant Dean (Physiotherapy) are working on a separate alumni survey that will be specifically sent to the dual degree graduates approximately one year after they complete the PhD component of their studies. As such, the first iteration of this survey is planned for distribution to the first two graduates in November 2024. The following questions are being refined to finalize this survey:

Clinical Practice Questions

1. Do you currently hold registration to practice as a physiotherapist in any jurisdiction (i.e. province / State / etc)? (Yes / No)
2. If YES – please identify what jurisdiction(s) you are registered to practice in:_____
3. Are you currently working clinically as a physiotherapist in any setting? (Yes/ No)
4. If YES, are you working part time, full time or casual:_____
5. If YES, what is the best description of the setting where you are working: (hospital inpatients, community private clinic, primary care team, rehabilitation centre, pediatric outpatient, hospital outpatients, organization – i.e. Arthritis Society)
6. Does your clinical role include any type of research: (Yes / No)
7. If YES – please explain:
8. Does your clinical role include leadership responsibilities (i.e. supervising a team of practitioners, quality improvement)? (Yes / No)
9. If YES – please explain:

Research / Scholarship Questions

10. Since completing your PhD have you selected to complete additional research training (i.e. post doc, fellowship)?
11. If YES, please explain:
12. Not including any grants that you were awarded as a PhD student, have you been awarded any new research funding over the last year?
13. If YES, please explain (grant name, value, role)
14. Since completing your PhD have you been involved in any formal teaching roles in a post secondary institution (i.e. University, College): (Yes / No)
15. If Yes, please explain

Future Directions

16. In five years time do you see yourself still engaged with the physiotherapy community? (yes / no)
17. Why / why not?
18. In five years time do you see yourself still engaged with research? (yes / no)
19. Why / why not?

Dual Degree Reflections:

20. Please list the top three strengths about the dual degree program at McMaster University?
21. Please list three areas for improvement or change about the dual degree program at McMaster University

Consent for future contact:

We would like to continue to follow the careers of our dual degree graduates to be understand the opportunities and career paths they chose to follow. Do you consent for the RS and MSc(PT) program to follow up with you for future alumni surveys about the dual degree program (Yes / no).

If yes, please provide a non- McMaster email.

Thank you!

Dean's Comments:

We agree that the dual degree pathway presents special challenges to learners' progress and that it is desirable to provide enhanced monitoring, oversight, and academic counselling. The program's response focussing on post-graduate outcomes does not seem to address the reviewer's comments, which pertain to support of in-program students. Although the clinical context is quite different, our experience with the long-standing MD-PhD program suggests that the counselling of graduate supervisors and the supervisory committee, both during the admissions process and throughout the program, is essential to supporting students in these complex curriculum pathways. Regarding post-graduation outcome date, it will be several years before sufficient students have moved through the program to permit the evaluation of the dual degree pathway.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

<p>Recommendation:</p> <p>Consider elements of equity, diversity, inclusion and accessibility in the program vision, mission, and values.</p>
<p>Responsibility for Implementation:</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>
<p>Anticipated Timeline for Completion:</p> <p>1 year (2023 – 2024)</p>
<p>Additional Notes/Commentary:</p>
<p>Progress (check one)</p> <p><input type="checkbox"/> Completed</p> <p>X In Progress</p> <p><input type="checkbox"/> Other (please explain)</p>
<p>Department's Comments:</p> <p>In response to this recommendation, a portion of the MSc(PT) Program Faculty Retreat in 2023 was dedicated to reviewing the current / existing vision, mission, values and student outcome statements. This work included personal reflection on the existing statements, small group work to make proposed changes, and a consensus to make specific changes to the statements instead of completely re-writing each of these. (See Appendix 28 – MSc(PT) Program Faculty Retreat 2023 Slide Deck).</p> <p>After the retreat the Assistant Dean (Physiotherapy) sought input from those who were unable to attend the retreat, collated the responses, and proposed new draft statements that were shared at the Faculty Retreat in 2024 (See Appendix 29 – Proposed Updated Vision, Mission, Values and Updated Student Outcomes). Working in small groups, faculty continued to refine these proposed changes, and submitted additional feedback. Feedback was collated and presented at the June 2024 Physiotherapy Curriculum Committee (PTCC) (See Appendix 30 – June 2024 PTCC Meeting Minutes). Members of PTCC were offered and additional opportunity to review and provide feedback up to July 1st 2024. The final Vision, Mission, Values and Updated Student Outcomes (See Appendix 31- Final Vision, Mission, Values and Updated Student Outcomes_track changes) which considered feedback were circulated on July 5, 2024 and approved by evote by PTCC. These were shared at the July 15, 2024 PTEC meeting for student representatives to review and via email to the Clinical Advisory Group (CAG) on July 18, 2024 for clinical partner input. The plan is to have finalized Vision, Mission, Values</p>

and Student Outcome Statements prepared for January 2025 that can be made publicly available on the MSc(PT) Program website and will be updated in the Program Handbook for the 2025-2026 academic year.

Dean's Comments:

We are satisfied that the program is addressing the recommendation appropriately.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

<p>Recommendation:</p> <p>Work with central services to explore access for improved services to support MSc(PT) students for mental health, and access to services such as physical therapy and medical care, particularly during summer and when out on clinical placements.</p>
<p>Responsibility for Implementation:</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>
<p>Anticipated Timeline for Completion:</p> <p>6 months (2023)</p>
<p>Additional Notes/Commentary:</p>
<p>Progress (check one)</p> <p><input checked="" type="checkbox"/> Completed</p> <p><input type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Other (please explain)</p>
<p>Department's Comments:</p> <p>To better understand the context of this feedback, the MSc(PT) Program Assistant Dean invited students from the Class of 2023 who were engaged in the IQAP virtual reviews to provide additional information to the Program. This context was important as it was unclear if the barrier to receiving services was at the level of the MSc(PT) Program or at the central university level.</p> <p>Two learners volunteered to meet with the Assistant Dean, and the perspective shared at this meeting was that accessing services, specifically those from Student Wellness, was difficult during the summer months (i.e. Jun – Aug) – when the MSc(PT) learners were still fully enrolled, but when general university services had decreased staff available (either due to vacation or lower staff rates when the majority of learners were no longer accessing the campus services).</p> <p>With this understanding, the Assistant Dean (MSc(PT) Program) reached out and requested a meeting with Rosanne Kent, Director, Student Wellness Center, which took place April 29, 2024. At this meeting Rosanne indicated a willingness to support the MSc(PT) program in facilitating access to services that students may encounter challenges with during the summer months. Specifically, Rosanne noted that if a student required access to a service and was encountering difficulty in obtaining an appointment and or was placed on a waiting list, that the Assistant Dean could directly reach out via email and options would be explored, or access facilitated.</p> <p>However, Rosanne also noted that at times it was noted that students did not want or were not accessing the full range of available services that were provided – i.e. they wanted to have unlimited 1:1 counselling support for an extended duration vs. accessing group or accepting the</p>

recommendation of a provide for a limited number of counselling sessions. As such, both the MSc(PT) Program and Student Wellness agreed that it would be important to understand the context of the discontent if future concerns are mentioned by students to determine if additional actions should / could be taken.

The willingness of Student Wellness to facilitate access, along with other access points (i.e. Empower Me / Good2Talk) for free / available counselling services was communicated to the students in the Class of 2025 cohort via Meeting with the Assistant Dean on May 8, 2024 (See [Appendix 9](#) – Drop In with Assistant Dean Slide Deck, May 8, 2024) . This process was also shared with students in the Class of 2024 via Meeting with the Acting Assistant Dean on July 18, 2024 and will be shared with the Class of 2026 when they start the Program. At this point no further actions are planned to address this feedback and the Program will continue to re-enforce services that are available to students with an ongoing surveillance of feedback from students and to continue to re-evaluate this plan as required.

Dean's Comments:

We are satisfied that the program is addressing the recommendation appropriately. The program leaders have engaged with central service providers to ensure that there is a mechanism in place to identify and address situations in which PT students may have difficulty accessing the campus services in the Spring-Summer term. Graduate students in every discipline are more likely to remain on campus through the summer than are undergraduates. Student health and wellness services are funded through student fees, requiring ongoing collaboration between the School of Graduate Studies with the McMaster Graduate Student Association, to calibrate demand for services to willingness and ability to fund them. In the meantime, the program is working effectively within the constraints.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

<p>Recommendation:</p> <p>Address the low uptake of students applying to and accepting seats through the Facilitated Indigenous Application Process (FIAP) and support uptake of the newly established Black Equity Stream (BES).</p> <p>Focus on ways to share positive experiences, supports available, incentives to attend and build awareness of physiotherapy within targeted communities.</p>
<p>Responsibility for Implementation:</p> <p>Chair, Admissions Committee (Greg Spadoni) Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>
<p>Anticipated Timeline for Completion:</p> <p>2 years (2023 – 2025)</p>
<p>Additional Notes/Commentary:</p>
<p>Progress (check one)</p> <p><input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Other (please explain)</p>
<p>Department's Comments:</p> <p>The Program has taken a number of actions across the 2023-2024 academic year to address the low uptake of students applying to and accepting seats through FIAP and BES (also known as Facilitated Black Admissions Program (FBAP)):</p> <p>Facilitated Indigenous Admissions Program (FIAP):</p> <ul style="list-style-type: none"> Immediately following the closure of the 2023 admission cycle (which was already underway when the IQAP Review occurred) the Chair, Admissions Program (Greg Spadoni) and the Assistant Dean (Physiotherapy) (Sarah Wojkowski) met with a new faculty member in the School of Rehabilitation Sciences (Lori Davis Hill) who was formerly the Acting Executive Director (ED) for the Indigenous Health Learning Lodge (IHLL) on campus. During this meeting, FIAP was discussed along with the inquiry re: if self-identification would be acceptable – similar to the FBAP process – and / or if there is anything additional that the Program could do to support FIAP (as it is administered and adjudicated centrally by the IHLL). The discussion resulted in an understanding that the identification process for all individuals who identify as

Indigenous, Metis, and Inuit is under review at McMaster University, in an effort to streamline the processes between departments. As such, the Admissions Committee was advised to not move to a self-identification process for FIAP as was implemented for BES – but instead to wait until the processes were reviewed and updated at McMaster. As such, for the 2024 application cycle no changes were made to the FIAP process.

- Continued discussions with Lori Davis Hill included identifying the need to establish opportunities for Indigenous, Metis and Inuit applications to have specific resources that would support them during the admissions to the MSc(PT) Program. This conversation has resulted in a Seed Grant application by Greg Spadoni (chair, admissions) in the summer 2024 (See [Appendix 32](#) – Spadoni et al Seed Grant Application) to create resources specific to FIAP and the McMaster Physiotherapy Program with the goal of increasing the number of applications through FIAP and creating an environment and admissions process that is inviting and supportive of Indigenous applicants who are seeking to become a physiotherapist in Canada. This will include creating videos with current students in the MSc(PT) Program and / or alumni who identify as Indigenous as well as updating / creating new admissions resources that have specific details about FIAP.
- As part of the admissions process for 2024, the MSc(PT) Awards and Scholarship Committee approved a re-allocation of scholarship funds to offer an entrance scholarship worth \$8,000 to the top applicant through the FIAP stream.
- In the 2024 application cycle the following related to FIAP:

Self-Identification

of applicants who self-identify as Indigenous, Inuit, Metis on Ontario Rehabilitation Processing System (ORPAS) application: 23

of applicants who self identify as Indigenous, Inuit, Metis and who were offered an interview as part of the admissions stream: 15

of applicants who self identify as Indigenous, Inuit, Metis and who were offered admission to the MSc(PT) Program for Sept 2024: 4

of applicants who self identify as Indigenous, Inuit, Metis accepted admission to the MSc(PT) Program: 1

FIAP Approved

of applicants who were approved through FIAP at McMaster: 3

of applicants who were approved through FIAP at McMaster and who were offered an interview: 1

of applicants who were approved through FIAP at McMaster and who were offered admission into the MSc(PT) Program: 0

of applicants who were approved through FIAP and who accepted their offer of admission: 0

Facilitated Black Admissions Program (FBAP):

- As part of the admissions process for 2024, the MSc(PT) Awards and Scholarship Committee approved a re-allocation of scholarship funds to offer an entrance scholarship worth \$8,000 to the top applicant through the FBAP stream.
- In collaboration with the School of Rehabilitation Sciences (SRS) Communication Officer, three student partners working on a community engagement project to build awareness and interest in physiotherapy as a career pathway to underrepresented groups (See [Appendix 33](#) – Grant Application by J. Dhir) two whom identify as Black, participated in creating four videos which will be made available to applicants and the general public, through social media

channels, as another resource to ensure that Black applicants and students see themselves represented in the physiotherapy profession. These videos are available at:

- https://www.macvideo.ca/media/Exploring+PhysiotherapyA+Insights+from+McMaster+MSc+Physiotherapy+Students/1_cf9w9run
- https://www.macvideo.ca/media/Exploring+Physiotherapy+with+Riaz+Nandan/1_url_a6bly
- https://www.macvideo.ca/media/Exploring+Physiotherapy+with+Abigail+Holmes/1_0c2txis2
- https://www.macvideo.ca/media/Exploring+Physiotherapy+with+Mariam+Adekale/1_fo9rvu4u

The number of applicants through the FBAP continues to rise overall. In 2023 the total number of applicants to BES was 37; and 6 applicants accepted their offer and 4 students started the MSc(PT) Program in Sept 2023. In 2024 the data for the FBAP is as follows:

of applicants who self-identify Black on Ontario Rehabilitation Processing System (ORPAS) application: 42

of applicants who self identify as Black and who were offered an interview as part of the admissions stream: 27

of applicants who self identify as Black who were offered admission to the MSc(PT) Program for Sept 2024: 4

of applicants who self identify as Black who accepted admission to the MSc(PT) Program for Sept 2024: 3

Other:

- In an effort to increase awareness of the profession of physiotherapy in advance of the admissions process to individuals who are from under-represented communities, Jasdeep Dhir is leading a community engagement grant, funded by the Physiotherapy Foundation of Canada, with a team of students enrolled in the MSc(PT) Program (See [Appendix 33](#) – Grant Application by J. Dhir).
- Through this grant, three student partners from the MSc(PT) Program are engaging community and campus organizations with the offer to host information sessions for their members about physiotherapy as a career pathway.
- To date, this group has completed six presentations for organizations such as the Black Student Success Centre, McMaster University; McMaster MePLUS Mentorship Program; Afro Canadian Caribbean Association Hamilton in hopes of encouraging other individuals from underrepresented groups to consider physiotherapy as a potential career pathway.

Dean's Comments:

The clinical programs in the School of Rehabilitation Science, including PT, are campus leaders in facilitated admissions and in-program support for Indigenous and Black applicants. We are satisfied that the program is addressing the recommendation appropriately.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

<p>Recommendation:</p> <p>Consider including material for orientation that addresses emergency procedures, awareness of security services, locations, and training of AED devices, first aid (physical and mental health).</p>
<p>Responsibility for Implementation:</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>
<p>Anticipated Timeline for Completion:</p> <p>2 years (2023 – 2025)</p>
<p>Additional Notes/Commentary:</p>
<p>Progress (check one)</p> <p><input checked="" type="checkbox"/> Completed</p> <p><input type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Other (please explain)</p>
<p>Department's Comments:</p> <p>To address the need for additional information on emergency procedures and location of security services during orientation, a synchronous virtual session was provided by Adam Palmer, Safety Manager, Faculty of Health Sciences Health and Safety Office in August 2023. However, for the upcoming orientation in September 2024, Adam's session will be provided asynchronously and will not cover IAHS specific processes and policies. As such, in addition to providing information in the MSc(PT) Program Handbook for 2024-2025 (See Appendix 34 – MScPT Program Handbook 2024-2025, pages 34 - 36) the Orientation to the MSc (PT) Program introduction to be done by the Acting Assistant Dean (Physiotherapy) (Jasdeep Dhir) includes slides that speak to:</p> <ol style="list-style-type: none"> 1) The process for a fire drill if students are located in the IAHS 2) Where Safety Services are located and how to contact them (i.e. Dial 88, Campus Poles, Safety App) 3) How to contact the Emergency First Response Team (EFRT) on campus and make appointments through Student Wellness 4) Location of AED(s) in the IAHS 5) Referring the student back to the PT Program Handbook for additional details (See Appendix 35 – Acting Assistant Dean Orientation Slide Deck Emergency Protocols for 2024)
<p>Dean's Comments:</p> <p>We are satisfied that the program is addressing the recommendation appropriately.</p>

QAC Comments (to be filled in by Quality Assurance Committee):

See above

<p>Recommendation:</p> <p>Develop a feedback/communication framework so students can be efficient at getting the help they need to succeed, and the program is getting the right feedback to make meaningful change through the appropriate committee structures.</p>
<p>Responsibility for Implementation:</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>
<p>Anticipated Timeline for Completion:</p> <p>6 months (2023)</p>
<p>Additional Notes/Commentary:</p>
<p>Progress (check one)</p> <p><input checked="" type="checkbox"/> Completed</p> <p><input type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Other (please explain)</p>
<p>Department's Comments:</p> <p>To address the recommendation of developing a feedback / communication framework to ensure that students can get the help they need to succeed, and program is obtaining the right feedback, the following steps were taken:</p> <ol style="list-style-type: none"> 1. The Assistant Dean worked with the Physiotherapy Education Committee (PTEC) student representatives to change the format of the student feedback reports for PTEC. This new style of report not only provides the student feedback, but also the response from the PTEC committee and an understanding of how many students provided the same feedback (See <u>Appendix 36</u> – PTEC Year 2 Student Report February 2024) 2. As the PT Program Anti-Bias, Anti-Racism, Anti-Oppression (ARABAO) committee was collapsed with the SRS ARABAO Committee to create one central ARABAO committee for the whole SRS, a new PT Student Representation Position was created (ARABAO Student Representative) for each year within Student Council, and these students now also have a seat at the PTEC committee, increasing the number of students on this committee from 2 to 4. Additionally, a PTEC student survey has been developed with questions specific to equity and inclusion (See <u>Appendix 37</u> - PTEC EDI Student Survey). This survey was circulated to students and Year 2 responses presented to the PTEC committee on July 15, 2024. 3. Additional changes have been made to the way that student course and faculty evaluations are scheduled (See recommendation above - <i>Establish processes to help facilitate improved response rates and optimize receiving constructive feedback from employers, graduates,</i>

clinical preceptors, and students) to try to maximize the response rates to course and faculty evaluations. This will hopefully allow the program to watch for trends / feedback within a unit that may be able to be addressed in the next / upcoming academic term (i.e. instead of waiting until the next cohort starts).

Dean's Comments:

Several of the reviewers' recommendations relate to feedback mechanisms and guidance to available resources, and this general recommendation is address throughout the program's response. The available resources and support processes are addressed thoroughly in the PT Program Manual and Clinical Education Manuals, and we encourage the program to continue to improve students' familiarity with these documents. It is not clear what else the reviewers specifically intend when they suggest a "communication framework," since this is not elaborated in the report.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

<p>Recommendation:</p> <p>Consider advantages of balancing the number of sessional lecturers, volunteers with permanent teaching positions either in the form of teaching focused faculty or clinical specialists hired to teach and provide administrative support.</p>
<p>Responsibility for Implementation:</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>
<p>Anticipated Timeline for Completion:</p> <p>1 year (2023 – 2024)</p>
<p>Additional Notes/Commentary:</p>
<p>Progress (check one)</p> <p><input checked="" type="checkbox"/> Completed</p> <p><input type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Other (please explain)</p>
<p>Department's Comments:</p> <p>To respond to this feedback, the Assistant Dean of the MSc(PT) Program engaged with other program chairs / leads across the university in other faculties (i.e. Science, engineering) to understand how these programs resource teaching in programs that have high teaching demands. As part of this engagement, the Instructional Assistant (IA) role was identified and a proposal was discussed with the Vice Dean & Executive Director, School of Rehabilitation Sciences, to pilot the implementation of IA role for the 2023-2024 academic year.</p> <p>The proposal included focussing the IA position in the Clinical Laboratory (CL) courses. This role replaced the existing CL tutor role, and allowed for consistency across the full curriculum in the CL courses. The role also included supporting administrative tasks associated with the MSc(PT) Program and linked to the CL course – including oversight of the Objective Structured Clinical Examinations (OSCE); equipment inventory; and coordinating the Student Tool Kit ordering and processing – which students purchase at the outset of their program.</p> <p>Appendix 38 includes the 2023-2024 Annual Report by the IA (See Appendix 38 - Instructional Assistant Annual Report 2023-2024). This report identifies the goals established collectively with the IA and the Assistant Dean (Physiotherapy) and the progress made on these goals.</p> <p>Emma Plater, PT, PhD was the successful candidate for the IA position. Emma made significant contributions to the MSc(PT) Program and Emma's work reinforced the importance / value of having a consistent teaching role in the CL component of the curriculum. Emma's long term goal is to secure a faculty teaching track position, and Emma was offered a 3 -year teaching stream / faculty role by Western University to start July 1, 2024. As such, Emma will not be renewing the IA contract for the</p>

2024-2025 academic year; however, the MSc(PT) Program re-posted this role (See [Appendix 39](#) - Instructional Assistant Job Posting, School of Rehabilitation Sciences, PT Program), and received more than 15 applications for the position. Interviews were completed in early Jun 2024 and the IA role was filled for a July 1, 2024 start.

Evaluation of this role will continue to inform decision making about future FTE allocations and renewal of the IA contract in subsequent academic years.

Dean's Comments:

We are pleased to see the program undertake a pilot of the Instructional Assistant role to support the clinical laboratory components of the curriculum. In their comments on resource management, the reviewers note that "Leadership has been innovative and creative to secure funding for strong programming, but sustainability and growth are a concern." We agree with this and note that it is a common theme for PT programs across the country. With respect to the sustainability of the IA role as well as the comment about "balancing" the use of sessional faculty, the program must be resourced from its own revenues and from other revenues in the SRS. Within this framework, we view recommendations about resources through the lens of program quality and student outcomes. For example, if the IA position has tangible benefits for the quality and efficiency of clinical teaching, this would be a strong argument to fund it, necessarily at the expense of other investments.

Regarding the use of sessional faculty versus other kinds of appointments, there are at least two quality arguments being "balanced." Firstly, PT students must learn clinical skills from working clinicians, meaning sessional faculty and in clinical placements. Secondly, they benefit from learning in a clinical research-intensive environment. Both kinds of appointments advance the mandate of the School for clinical education and research. The SRS must support these mandates from the revenues of their education programs. We addressed this tension explicitly in our original submission of the program's response to the report:

"The reviewers note that the use of sessional instructors ensures that students are being taught clinical skills by active clinicians and they also praise the research output of the fulltime faculty in physiotherapy. They do not offer evidence that connects the use of sessional instructors to quality indicators or student educational outcomes and success."

QAC Comments (to be filled in by Quality Assurance Committee):

See above

<p>Recommendation:</p> <p>Consider how program outcomes and terminology pertaining to expertise and advanced training are contextualized within the entry-to-practice MSc(PT)</p>
<p>Responsibility for Implementation:</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>
<p>Anticipated Timeline for Completion:</p> <p>2 years (2023 – 2025)</p>
<p>Additional Notes/Commentary:</p>
<p>Progress (check one)</p> <p><input type="checkbox"/> Completed</p> <p>X In Progress</p> <p><input type="checkbox"/> Other (please explain)</p> <p><input type="checkbox"/></p>
<p>Department's Comments:</p> <p>The MSc(PT) Program had undertaken a review of the current vision, mission, values, and student outcome statements (See above recommendation <i>Consider elements of equity, diversity, inclusion and accessibility in the program vision, mission, and values</i>). This review is being finalized with feedback from faculty and then will be shared with students, clinical partners and Vice Dean SRS prior to updated versions of the statements being completed.</p> <p>As part of these revisions, the MSc(PT) Program has taken care to ensure that the language explicitly focusses on preparation of entry to practice physiotherapists and draws from the language within the Competency Profile for Physiotherapists in Canada (https://www.collegept.org/docs/default-source/default-document-library/essentialcompetencyprofile2009.pdf?sfvrsn=614fc9a1_2) . Once finalized, the revisions of these statements will then lead the MSc(PT) Program to carefully review other documents and course descriptors to ensure that the terminology and course / class outcomes also reinforce the focus on entry to practice physiotherapy.</p>

Dean's Comments:

We are satisfied that the program is addressing the recommendations appropriately.

QAC Comments (to be filled in by Quality Assurance Committee):

See above

Recommendation:

Explore optimal student methods for evaluations in the continued evolution of the renewed curriculum. Consider descriptors or a grade that could be shared for feedback to students in pass-fail evaluations.

Responsibility for Implementation:

Assistant Dean (Physiotherapy) (Sarah Wojkowski)
Director, Clinical Education (Physiotherapy) (Jasdeep Dhir)

Anticipated Timeline for Completion:

2 years (2023 – 2025)

Additional Notes/Commentary:

Progress (check one)

- ☒ Completed
☐ In Progress
☐ Other (please explain)
☐

Department's Comments:

The MSc(PT) Program has a number of existing resources that provide descriptors for evaluations that are pass / fail specifically for the clinical education course (see below). Since the time of the IQAP review, a new process has also been developed / shared for moving the evaluation of student tutorial participation from a pass / fail to an allocated grade with a clear rubric. (See the above response to recommendation: *Show evidence of how feedback is considered in curriculum design/school initiatives to demonstrate actions to address recommendation*). Since this revision, the Program has not received any additional information on course surveys about the lack of feedback in pass / fail evaluations.

Clinical Education

ACP 2.0 and Learning Contract and Clinical Practice Course

- Clinical Practice courses are Pass/Fail courses. Students are offered various resources and information to support their understanding of the criteria of when a grade of Fail is being recommended.
- The ACP 2.0 and learning contract are the two performance evaluations used to evaluate student performance across clinical placement courses. The ACP 2.0 is a clinical practice tool used across the majority of entry-level physiotherapy programs in Canada to evaluate clinical practice performance.
- The Learning Contract is a self-directed evaluation that offers flexibility in the student's opportunities to be evaluated against goals that are personally identified and directly related to the placement setting/population.

Clinical Education Handbook

- Reading of the Clinical Education is a mandatory component of orientation for all MSc(PT) students. This ensures students are entering the program with an understanding of all of the guidelines and evaluations for this course. There is a full section with several subsections dedicated to evaluation of clinical practice courses in the Clinical Education Handbook (See [Appendix 25 - Clinical Education Handbook](#), section 7: Evaluation of Clinical Placement). This section of the handbook provides specific information on the criteria that are considered in grade recommendation and when students are formally brought forth to the Program Academic Study Committee for review.

Asynchronous Presentations and In-person Preparing for Practice Session

- Expectations for student performance and criteria are also presented in CP II- CP IV asynchronous presentations (See [Appendix 26 - Preparing for Clinical Practice](#) links to Asynchronous Presentations) that are mandatory for review in advance of each clinical placement.
- Additionally, students are offered information and the opportunity to ask questions about clinical placement evaluations and expectations to be successful in these courses.

Resources on Avenue to Learn

- In addition to the sections Clinical Education Handbook, there are several guides that have been developed and are accessible to students that outline the expectations for the ACP 2.0 for each clinical practice course. These guides range from quick (See [Appendix 40 - ACP 2.0 Quick Reference Guide Clinical Placement Expectations](#)), General (See [Appendix 41 - ACP 2.0 General Reference Guide Clinical Placement Expectations](#)), to a comprehensive guide (See [Appendix 42 - ACP 2.0 Comprehensive Reference Guide Clinical Placement Expectations](#)) that assist students in gaining an understanding of the benchmarks that need to be achieved within each rating scale on the ACP 2.0 to be successful within each clinical practice course. There are also resources to support students in development of the learning contract (See [Appendix 43 - Learning Contract Guidelines in MScPT](#)), which also used as an evaluative tool in clinical practice courses.

Dean's Comments:

We are satisfied that the program is addressing the recommendations appropriately.

QAC Comments (to be filled in by Quality Assurance Committee):

See above