PEAC ACCREDITATION STANDARDS

2012 REVISED 2017

ACCREDITATION STANDARDS
2012, revised 2017

FOR
PHYSIOTHERAPY EDUCATION PROGRAMS IN CANADA

About this Document

This common resource document aims to provide a shared and full understanding of the accreditation standards and evaluative criteria of Physiotherapy Education Accreditation Canada (PEAC).

The document is intended for all users of the accreditation standards including:

- education programs working on Self Study Reports, program development, and evaluation
- PEAC Peer Review Team members and Accreditation Committee members who interpret and apply the accreditation standards
- consumers of education programs (e.g., students) and other stakeholders in accreditation (e.g., regulators, government, the public) who want to better understand the educational standards for physiotherapy education programs.

Information provided about the PEAC Standards includes:

- **Criteria,** which are used in the interpretation of the standards
- **Required Evidence** which must be submitted with the Self Study Report
- **Examples of Evidence** that education programs can provide to demonstrate compliance with the criteria in the Self Study Report and the report appendices
- **Explanatory Notes,** which provide additional information such as rationale and linkages between the standards, criteria, and evidence. Education programs can use these notes as a guide for development of the Self Study Report

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BACKGROUND

Physiotherapy Education Accreditation Canada (PEAC)[1] is an independent, not-for-profit organization incorporated under federal law. PEAC's Mission, Vision, and Values are:

Mission

The mission of PEAC is to assure the quality of physiotherapy[2] education in Canada through accreditation.

Vision

PEAC is recognized for excellence in physiotherapy education accreditation.

Values

Physiotherapy Education Accreditation Canada believes that accreditation of physiotherapy education programs is a valuable and integral component of the profession. To provide a fair, equitable, and valuable program, PEAC strives to be:

- **Respectful**, which includes being

   - flexible; accessible; responsive; transparent; fair; equitable; consistent; user-friendly; helpful; timely

- **Collaborative**, which includes the concepts of

   - being consultative; being flexible; working in partnerships; seeking interdisciplinary interactions; involving peer review

- **Accountable** to a variety of stakeholders through

   - developing responsible fiscal policy; establishing standards; providing education for the public about accreditation programs; providing a "value-added" service

- **Quality-focused by**

   - striving for organizational excellence; fostering/encouraging excellence and innovation, continuous improvement, and self-reflection; developing minimal standards to ensure stakeholders' needs are met; contributing to the overall development of the profession; maintaining awareness of the context of international standards

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[1] Known as Accreditation Council for Canadian Physiotherapy Academic Programs (ACCPAP) until 2010.
[2] Physiotherapist and related words are official marks used with permission.

- **Equitable**, reflecting the diversity of Canadian society in relation to

    ➢ gender; language; culture/ethnicity; geography; religion

- **Professional**

    ➢ integrity; honesty; ethical; trustworthy; confidentiality

Keys to Success

To achieve its vision and mission, the development and ongoing operation of PEAC's accreditation program are based on the following keys to success. PEAC will:

- be flexible enough to evolve in response to changes and emerging trends in the education, health, regulatory environments and in physiotherapy roles and education
- reflect and serve the needs of the health and education systems within the Canadian environment
- involve all stakeholders (i.e., physiotherapy educators, students, regulators, practitioners and the public) in the development, implementation and ongoing evaluation of the accreditation program and the standards
- facilitate and recognize innovation in teaching and learning, while focusing on continuous self-improvement
- provide services in both official languages
- ensure that policies, procedures and standards are relevant and integrated in the educational context
- develop evaluative standards and criteria grounded in principles of quality, equity, consistency and objectivity

The Purpose of Accreditation

Accreditation is both a process and a condition related to assuring the quality of education programs. The process involves an integrated system of continuous assessment, evaluation, and improvement to comply with specified standards. The condition or state of being accredited provides a credential for the educational institution, students, regulators and the public, affirming that a program has accepted and is fulfilling its commitment to educational quality. The four main functions of accreditation are to:

1. establish standards and procedures for the evaluation of physiotherapy education programs
2. conduct assessments that encourage universities to maintain and improve their programs
3. determine compliance with established criteria for accreditation
4. provide ongoing consultation to physiotherapy education programs

The Continuum of Physiotherapy Professional Standards and Quality

Accreditation of Canadian physiotherapy education programs is supported by three major physiotherapy professional groups: 1) academic programs, through the Council of Canadian Physiotherapy University Programs (CCPUP); 2) regulators, represented by The Canadian Alliance of Physiotherapy Regulators (Alliance); and 3) members of the profession, represented by the Canadian Physiotherapy Association (CPA). A continuum of guidelines and standards is developed and maintained by these three groups and PEAC to ensure the competency of entry-level practitioners. The continuum extends from physiotherapy education programs and academic requirements through to professional practice. Guiding documents and processes along the continuum may include:

- Entry to Practice Physiotherapy Curriculum: Content Guidelines for Canadian Physical Therapy Programs (2009)[3]
- Entry-to-Practice Physiotherapy Curriculum: A Companion Document; Clinical Education Guidelines for Canadian University Programs (2011)[4]
- Interprofessional Health Education Accreditation Standards Guide (2011)[5]
- Accreditation Standards for Physiotherapy Education Programs in Canada (2012 rev. 2017)
- Essential Competency Profile for Physiotherapists in Canada (2009)[6]
- Analysis of Practice and Exam BluePrint (2008)[7]

The Role of PEAC

The PEAC accreditation program involves developing and sustaining an integrated process of continuous assessment to ensure that physiotherapy education programs meet or exceed national standards, while encouraging excellence and innovation. Therefore, the primary roles of PEAC are to:

- establish, implement, and evaluate the processes of accreditation
- conduct accreditation reviews of physiotherapy education programs in Canada

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[3] Available on the CCPUP website
[4] Available on the CCPUP website
[5] Available on the AIPHE website
[6] Available on the NPAG website
[7] Available on the Alliance website

THE PEAC ACCREDITATION STANDARDS

The Standards Framework

The framework for the PEAC Accreditation Standards is based on the "5 + 1" model described by the Task Force on Accreditation of Health Professions Education.[8] This model uses five standards considered common to accreditation of professional education programs and requires that all programs:

- collaborate with their practice communities and the public to prepare a workforce that can respond to and meet community needs
- provide appropriate, ongoing faculty development and evaluation
- regularly assess the competencies and achievements of students and graduates
- maintain an effective process of continuous self-assessment, planning, and improvement
- communicate information and accurately represent themselves to the public to ensure accountability and consumer choice

An additional standard, the "+1" component of the model, permits accreditation programs to develop a standard specific to the profession.

The first five standards and criteria included in the "5+1" model were adapted for Canadian physiotherapy education programs based on feedback resulting from focus groups and a broad national consultation with stakeholders. The "+1" component, or the profession-specific standard of the model, was based on the established physiotherapy entry-level competencies. Overall, the PEAC standards and criteria are intended to focus on outcomes as the means of validating a program's activities and guiding and improving efforts towards the achievement of its mission and goals.

The Standards Document

The standards document includes six physiotherapy accreditation standards, along with the evaluative criteria and examples of evidence used by PEAC to determine the accreditation status of physiotherapy entry-level education programs. Each standard is a broad statement outlining an overall expectation of the education program. The criteria describe ways in which the program can achieve compliance with the standard.

The standards document is intentionally not directive or prescriptive, allowing for program diversity, autonomy, and innovation. The criteria are intended to provide a broad interpretation of a standard. The examples of evidence are not intended to be exhaustive.

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[8] Gelmon, S., O'Neil, E., Kimmey, J., and the Task Force on Accreditation of Health Professions Education. (1999). Strategies for Change and Improvement: The Report of the Task Force on Accreditation of Health Professions Education. San Francisco: Center for the Health Professions, University of California at San Francisco.

In interpreting the standards, it should be noted that:

- A document or other source of evidence may be listed in relation to more than one criterion, e.g., faculty curriculum vitae may be used as evidence to demonstrate compliance with criteria about number and qualifications of faculty, as well as the research activity of the program.
- Words that are included in the Glossary at the end of the document are indicated by a 'G' in superscript font, for example, program[G].

The standards and related criteria must reflect the current requirements of the education, professional practice, and regulatory environments. Therefore, the standards will be reviewed on a regular basis, with input from all stakeholders in the accreditation process for the physiotherapy education programs.

STANDARD 1: PROGRAM GOVERNANCE AND RESOURCES

Accreditation documentation must explicitly describe and include evidence that:

The program has adequate resources and works closely with the university and practice community to identify changing health needs and prepare a workforce that can respond to and meet community assets and needs.

CRITERION 1.1 (CORE[G])	EXAMPLES OF EVIDENCE[G]
The program[G] faculty[G] have responsibility for governance of the program and the authority to ensure program policies are implemented.	May include, but not limited to: → policies and procedures related to governance of the academic program → policies and procedures related to development and implementation of the program policies and procedures → university and program organizational charts → documented terms of reference and defined membership of committees

Explanatory notes
The evidence would adequately illustrate the criterion by demonstration and commentary such as:
  ➢ The university supports or permits the director and/or program faculty to
      a) be responsible for governance of the physiotherapy education program, and
      b) exercise responsibility for and authority over the program while operating within the established university governance processes.

CRITERION 1.2 (CORE)	EXAMPLES OF EVIDENCE
The director of the program has a physiotherapy university degree and provides leadership for the faculty, staff, and students, and management of the program. The director has a faculty appointment and the appropriate qualifications, including related experience in higher education, research, and administration. The director has sufficient authority and recognition to manage and represent the program.	May include but not limited to: → position description for program director → curriculum vitae for program director → policies and procedures for selection process of the program director

Explanatory notes
The evidence would adequately illustrate the criterion by demonstration and commentary such as:
  ➢ Documents and information which demonstrate the leadership and positive outcomes of the program director with respect to:
      o educational and program planning strategy
      o curriculum content, design and evaluation
      o facilitating change
      o working with program and university priorities
  ➢ The rights and privileges of the program director are commensurate with other faculty in the university having comparable roles and responsibilities.

CRITERION 1.3 (CORE)	REQUIRED EVIDENCE
The program has adequate financial resources to achieve its stated goals and assure its continuing operation.	**Must** include: → program-specific budget and income statement (revenue and operating expenses) for two previous completed fiscal years (as of the date of the onsite visit) → explanatory notes for any large variances between budget and year end (>5%) → projected budgets for current year and next two years (demonstrating sustainability for two cohorts through to graduation), including income source(s), with explanatory notes for significant anticipated changes to the program costs or revenues → proof of program director's authority over financial resources (job description/affidavit from the Dean, or similar) OR, alternatively:
Key Indicator: Program delivery is financially sustainable for the current and immediately incoming cohorts.	→ program can submit FORM-SSR-1.3 AND → proof of program director's authority over financial resources (job description/affidavit from the Dean, or similar)

Explanatory notes
The budget plan is designed to protect the longevity and academic integrity of the program. The evidence would illustrate the criterion by demonstration of and/or commentary such as:
  ➢ The budget and financial reports adequately:
    a) support the program's goals and needs
    b) reflect the adequacy of financial resources for faculty and staff salaries, materials and equipment, faculty development, curricular development, program facilities, and the facilitation of scholarly activities of the faculty (e.g., research)
    c) support the continuing operation of the program at an appropriate level and ensure that obligations to potential and enrolled students are met	

CRITERION 1.4	EXAMPLES OF EVIDENCE
The program has adequate support staff and services to meet the needs of the faculty and students and achieve the goals of the program.	May include but not limited to: → position descriptions, curriculum vitae → program organizational charts → information about available services, e.g., library staff resources, information technology support
Explanatory notes The evidence would adequately illustrate the criterion by demonstration of and/or commentary such as: ➢ The number and skills of administrative, secretarial and technical personnel assigned provides sufficient support services for the program.	

➢ The program and/or university assure that support services are available to facilitate faculty and students in meeting their academic obligations related to the program.	

CRITERION 1.5	EXAMPLES OF EVIDENCE
The program provides adequate learning resources to enable students to achieve learning objectives.	May include but not limited to: → inventory of educational tools and equipment for teaching the curriculum → size of classrooms, seminar rooms, laboratory space → lists of library and computer resources → policies and procedures for students regarding access to library/computer resources

Explanatory notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:
➢ The library system provides access to current information in the fields of physiotherapy, biomedical sciences, clinical sciences, health services, population health and related areas.
➢ The students are aware of learning resources, have timely access to this information and are aware of the methods available to access it.
➢ The number and size of the classrooms accommodate the number of students in courses and the scheduling requirements of the program.
➢ Learning supplies and equipment are available and in good repair and safe operating condition for laboratory experiences, teaching, research and supportive activities (for example, preparation of instructional materials).
➢ Learning supplies and equipment reflect contemporary practice in physiotherapy, are sufficient in amount, and are available when needed.

CRITERION 1.6	REQUIRED EVIDENCE FOR 1.6.2
The program develops and sustains cooperative relationships with others that contribute to the professional preparation of students including, but not limited to **1.6.1 departments or units on campus** **1.6.2 clinical placement sites**	In addition to other evidence, **must** include: → orientation and training materials for preceptors → the template used for establishing a placement agreement/affiliation agreement, or memorandum of understanding with each clinical site
	EXAMPLES OF EVIDENCE FOR 1.6.1, 1.6.2, 1.6.3
1.6.3 community agencies **Key Indicator:** A network of relevant relationships across a span of sectors.	May include but not limited to: → documented means to promote and assess student learning outside the university → established policies and procedures for communication between the program and clinical placement or other off-campus sites → documented outcomes of communication between the program and educational sites both on and off-campus → documented means to promote relationships that advance interprofessional education[G]

Explanatory notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:
- ➢ The program has multiple partnerships established for student education both on and off campus
- ➢ The program arranges and maintains agreements with other educational sites or facilities such as those for distance learning, satellite programs, e-learning etc.
- ➢ An agreement, in a format acceptable to both parties, exists between the university and each site that accepts students for clinical placements.
- ➢ Communication (i.e., with all sites that have such agreements) occurs on a regular basis to provide information about policies and procedures and relevant information pertaining to student education and supervision.
- ➢ There is an orientation process to ensure that new clinical instructors understand the educational principles of the program, the tools for evaluation and the appropriate methods to provide educational experiences.

STANDARD 2: PROGRAM DEVELOPMENT AND EVALUATION

Accreditation documentation must explicitly describe and include evidence that:
The program maintains an effective process of continuous self-assessment, planning, and improvement.

CRITERION 2.1	REQUIRED EVIDENCE
The program's vision, mission, and goals are consistent with those of the university and the profession. **Key Indicator:** The program has a vision, mission, and goals and there is an articulated connection to those of the university and the profession.	**Must** include: → the program's vision, mission, and goals → articulation of the connection between the program's vision, mission, and goals and those of the university → articulation of the connection between the program's vision, mission, and goals, and those of the profession

Explanatory notes
The evidence would adequately illustrate the criterion by demonstration and commentary such as:
- ➢ The program's written and published vision, mission, and goals are
  - a) compatible and aligned with the mission of the university in which the program is offered
  - b) used as the basis for development of the curriculum.
- ➢ The program maintains positive collaborative relationships with the professional association and regulatory bodies (e.g., through participation on committees or in other activities that are important to the profession).

CRITERION 2.2	REQUIRED EVIDENCE

The curriculum includes:
 	
2.2.1 an integrated curriculum plan that reflects the theoretical foundation, educational principles, and values for the program
 	
2.2.2 a statement of overall expected attributes of the graduates
 	
Key Indicator: The program has a curriculum plan and can demonstrate a connection between theoretical foundation, educational principles and values; and the expected attributes of graduates.
	Must include:
	→ the curriculum plan (narrative and/or diagrammatic)
	→ FORM-SSR-2.2 which requires the program to:
	  o explain the theoretical foundation of the plan
	  o explain the educational principles and values of the plan
	  o identify expected attributes of program graduates
	  o identify how the theoretical foundation, educational principles and values are integrated/woven through the curriculum plan
	  o identify how the expected graduate attributes are achieved via delivery of the curriculum plan

The evidence would adequately illustrate the criteria by demonstration and commentary such as

> ➤ The curriculum plan is based on a formal description of the conceptual bases or theoretical foundation for the curriculum.
> ➤ The curriculum is based on information about the contemporary practice of physiotherapy, standards of practice and current literature, documents, publications and other resources related to the profession, physiotherapy professional education, and educational theory and practice, and the needs of society.
> ➤ There is a description of how the educational principles and values of the program are articulated throughout the curriculum, e.g., where principles could be focussed on adult education; interprofessional education; encouraging active learning, student-faculty contact, and cooperation among students; respecting diverse talents, and ways of learning; and values could include transparency, equity, timeliness, evidence-informed.
> ➤ There are described linkages between the instructional methods, the educational principles, the curriculum plan, the course content, the needs of the learners, and the defined outcomes expected of the students.
> ➤ The objectives of the courses and learning experiences are stated in terms of outcomes, i.e., what the student will be able to do or demonstrate upon successful completion of each course, unit, or experience.
> ➤ The curriculum plan is formally documented and used as a resource by all communities of interest (e.g. faculty, clinical placement sites) including students.

CRITERION 2.3	REQUIRED EVIDENCE

There is a documented plan for program evaluation and re-evaluation that is based on clearly defined and measurable goals and includes evaluation of impact when changes are made.
 	
Key Indicator: The program has a goals-based evaluation plan for making changes.
	Must include:
	→ documentation outlining the plan for program evaluation
	→ a description of how the program evaluation plan measures accomplishment of the program's goals/objectives and the program's mission
	→ the plan must include
	   o goals/benchmarks
	   o timelines
	   o accountability (who is responsible for each aspect of the plan)
	   o evaluation of the non-curricular aspects of the program such as admissions, attrition, program space, student services, etc.

The evidence would adequately illustrate the criterion by demonstration of and/or commentary such as:

> ➤ The program has a plan that outlines the process for conducting regular program reviews to determine the extent to which its mission and goals are appropriate and are in concert with the mission of the university and best practices in professional education.
> ➤ The plan is comprehensive and includes regular review of all aspects of the curriculum, including the clinical placement component of the program
> ➤ The plan references criterion 2.6.

CRITERION 2.4	REQUIRED EVIDENCE
The program collects data for a systematic and comprehensive evaluation and re-	In addition to other evidence, **must** include: → results from the Physiotherapy Competency Exam (PCE) from two most recent cohorts for

evaluation of program effectiveness on a regular basis, and	which there are results (at the time of SSR submission)
	OR
2.4.1 data collected must include feedback from all key stakeholder groups including students, recent graduates, and employers	→ comprehensive exam results (if graduates do not sit the PCE)
	AND
	→ graduation rates/attrition rates over past five years
	EXAMPLES OF EVIDENCE
	May include but not limited to:
	→ documentation of student, faculty, staff, graduate, and employer surveys
	→ documentation of student completion rates, employment rates and career paths of graduates
	→ documentation of processes for consultation with stakeholders, e.g., advisory committees, task forces, surveys
Key Indicator: The program collects comprehensive data in accordance with their program evaluation plan.	→ student evaluation of courses and clinical placements
	→ policies and procedures for evaluation of clinical placement education

Explanatory notes:
The evidence would adequately illustrate the criterion by demonstration and commentary such as:
  ➢ The program is engaged in collecting information on a regular and ongoing basis that includes input and feedback from stakeholders in the program, including students, faculty, staff, clinicians, clinical instructors, regulators, employers, and other external stakeholders as appropriate.
  ➢ The results of students' performance assessment demonstrate the program's effectiveness in meeting the needs of the students and the goals of the program.
  ➢ The collection of information uses multiple approaches to assessment and includes data from a variety of sources. Information may be obtained from, but is not limited to students, faculty, support staff, university administrators, and other stakeholders in the program.
  ➢ Individual courses and the curriculum as a whole are assessed through a variety of mechanisms.
  ➢ The faculty regularly assesses the performance of recent graduates related to the learning outcomes[G] of the curriculum as well as the specific expectations linked to the program's unique mission and goals.
  ➢ The program gathers information related to graduates' performance on the Physiotherapy Competency Examination.
  ➢ Assessment of the clinical placements can include the evaluation of clinical sites, the quality of student supervision, the availability of a variety of learning experiences, and the effectiveness of communication among all those associated with the clinical education placements.

CRITERION 2.5	**EXAMPLES OF EVIDENCE**
The program analyzes and synthesizes program evaluation data to identify need for change.	May include, but not limited to:
	→ evidence of comprehensive analysis of all data gathered for criterion 2.4
	→ samples of reports of program evaluation
	→ annual reports; external review reports
Key Indicator: The program has mechanisms to analyze data to identify needs for change in accordance with their program evaluation plan.	→ use of data to identify the program's strengths and weaknesses; evaluation of needs for change

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

> ➢ Program evaluation includes the collection of data from multiple sources that are analyzed in relation to the desired program outcomes, and to identify strengths and weaknesses of the program and required changes.
> ➢ The program analyses the results of the evaluation of clinical placements to determine their adequacy in meeting its educational mission and goals and the needs of the students.

CRITERION 2.6 (CORE)	REQUIRED EVIDENCE

Changes to the program and the curriculum are made in response to analysis of evaluation data and the impact of these changes is assessed.
 	
Key Indicator: Identified changes are made and re-evaluated in accordance with the program evaluation plan.
	Must include:
	→ a description of the five most important changes implemented since the last accreditation visit. Identify:
	  o the goal/benchmark (from the evaluation plan described in criterion 2.3)
	  o the change made
	  o why it was made (the data supporting the change)
	  o how the impact of the change was evaluated
	  o the result/outcome of the change (as demonstrated in the evaluation)
	
	NOTE: Maximum one change per goal. Either narrative or tabulated description is acceptable

Explanatory notes
The evidence would adequately illustrate the criterion by demonstration and commentary such as:
 	
  ➢ The program conducts an evaluation following the implementation of changes to determine if the changes resulted in desired outcomes.
  ➢ The program implements and evaluates the implementation of the plan outlined in criterion 2.3	

Program Development

The program's vision, mission, and goals are consistent with those of the university and the profession *(criterion 2.1)*
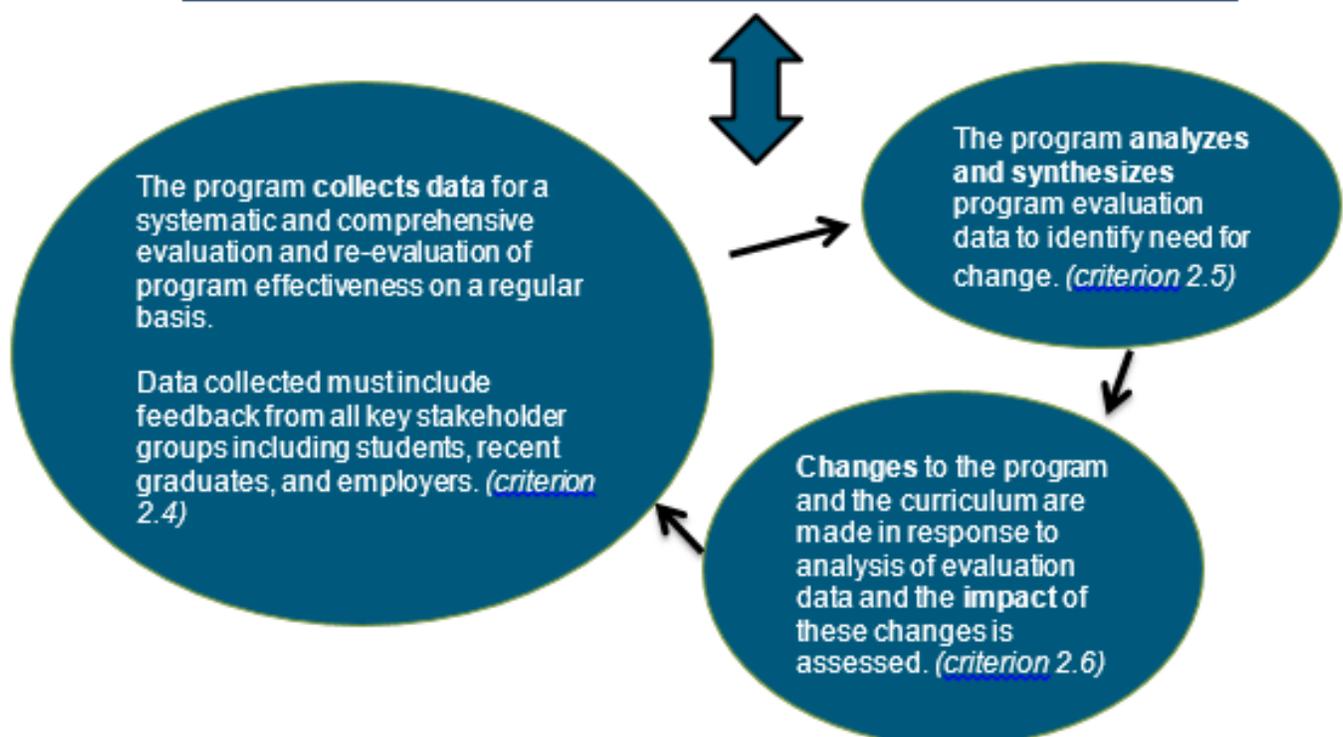
The **curriculum** includes:

An integrated **curriculum plan** that reflects the theoretical foundation, educational principles and values for the program

A statement of overall **expected attributes** of the graduates *(criterion 2.2)*

Program Evaluation

There is a **documented plan for program evaluation** and re-evaluation that is based on clearly defined and measurable goals, and includes evaluation of impact when changes are made. *(criterion 2.3)*

The program **collects data** for a systematic and comprehensive evaluation and re-evaluation of program effectiveness on a regular basis.

Data collected must include feedback from all key stakeholder groups including students, recent graduates, and employers. *(criterion 2.4)*

The program **analyzes and synthesizes** program evaluation data to identify need for change. *(criterion 2.5)*

Changes to the program and the curriculum are made in response to analysis of evaluation data and the **impact** of these changes is assessed. *(criterion 2.6)*

STANDARD 3: FACULTY

Accreditation documentation must explicitly describe and include evidence that:

The program has sufficient qualified faculty (academic and clinical) for effective program design and instruction, and provides appropriate, ongoing faculty development and evaluation.

CRITERION 3.1	REQUIRED EVIDENCE

The number and qualifications of faculty are sufficient to meet the program's mission and goals through educational administration, curriculum development, instructional design and delivery, research, and evaluation of outcomes.	**Must** include:
	→ FORM-SSR-3.1 which provides a summary of:
	  o faculty and instructors employed by the program
	  o academic and professional qualifications
	  o appointments
	→ curriculum vitae of all listed faculty and instructors (include documentation of professional credentials and expertise related to program design & evaluation, student instruction and evaluation)

	EXAMPLES OF EVIDENCE
	May include, but not limited to: → summary of faculty expertise and contribution related to program design and evaluation, student instruction and evaluation, research → faculty workload reports that reflect teaching, research, and educational responsibilities

Explanatory notes
The evidence would adequately illustrate the criterion by demonstration and commentary such as:
  ➢ Faculty expertise in the aggregate covers all areas of content in the curriculum.
  ➢ The number of faculty exists and is balanced so that teaching loads are appropriate to ensure faculty are able to carry out their roles and responsibilities in the area of teaching, research and academic administration (for example, student counselling, development of clinical placement sites, participation in committees).
  ➢ The number of full time faculty is sufficient to maintain stability and continuity in curriculum development, design and delivery.

CRITERION 3.2	EXAMPLES OF EVIDENCE
The university and program encourage and support appropriate professional and career development of faculty relevant to their roles in the program, including support for new/junior faculty.	May include, but not limited to: → faculty workload document → policies and procedures for professional development → financial support for activities related to professional development → curriculum vitae of faculty including evidence of professional development activities → availability of resources (e.g. human, financial, programmatic) and mentors for

	faculty to support academic and research activities → educational assistance programs → opportunities for continuing faculty development in interprofessional education

Explanatory notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- ➢ The program supports, and the faculty participate in, professional development activities directed toward improving faculty and program effectiveness.
- ➢ The faculty development activities are linked to the needs of the program.
- ➢ There is culture of professional development among faculty.
- ➢ Resources for professional development may include time for activities such as faculty mentoring, extra-departmental collaboration, and sharing of clinical and teaching expertise.
- ➢ The sabbatical schedule supports the career development of faculty.
- ➢ The financial resources support the career development of faculty.

CRITERION 3.3	EXAMPLES OF EVIDENCE
Faculty members are evaluated in accordance with university policies and with reference to clearly outlined criteria using multiple sources of information.	May include, but not limited to: → written policies and procedures for faculty evaluation → documented outcomes of performance reviews → teaching dossiers including summaries of student evaluations and peer review

Explanatory notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- ➢ Regular and ongoing faculty evaluation is designed to assess and improve the effectiveness of teaching, scholarly activity and service of each faculty member and to ensure program effectiveness.
- ➢ The review considers measurable and multiple sources of data including input from students.
- ➢ Evaluation considers assessments of teaching, research and other scholarly activity, and service and other evaluations of any specific functions of responsibilities within the program, such as management of the program and clinical education, committee functions, or student affairs

CRITERION 3.4	EXAMPLES OF EVIDENCE
The rights and privileges of faculty are commensurate with other faculty in the university having comparable roles and responsibilities.	May include, but not limited to: → written policies and procedures related to appointment, tenure, and promotion are clearly described and available to faculty → written information about academic regulations, procedural fairness for faculty and students, and other relevant policies and procedures are provided → written information re: available employee benefits and services → collective agreements

Explanatory notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

> The university ensures that rights and privileges that affect all faculty within the university are extended and applied equitably to the program faculty.
> The university provides the faculty with opportunities to participate in the governance of the university

CRITERION 3.5	EXAMPLES OF EVIDENCE
The program faculty have responsibility and authority for curriculum development, implementation, and evaluation.	May include but not limited to: → minutes/reports of faculty committee meetings and task forces related to curriculum development, implementation and evaluation → policies and procedures/terms of reference for committee that develops, implements and evaluates the curriculum → documented outcomes of meetings related to curriculum development, implementation, and evaluation

Explanatory notes
The evidence would adequately illustrate the criterion by demonstration and commentary such as:
> Mechanisms are in place to obtain input from all program faculty for curriculum development, implementation and evaluation
> Established processes for integration of results of educational research/best practice into curriculum.

CRITERION 3.6	EXAMPLES OF EVIDENCE
The university and program support research and other scholarly activity conducted by faculty.	May include but not limited to: → policies and procedures related to faculty research and other scholarly activities → faculty curriculum vitae → record of faculty research and other scholarly activity → documentation about staffing support that allows for faculty workload in research and other scholarly activity

Explanatory notes
The evidence would adequately illustrate the criterion by demonstration and commentary such as:
> Faculty contribute to the profession and to the mission of the university in regards to research and scholarly activity.
> Faculty have access to space, materials, equipment, and technological support that are appropriate for research and scholarly activity.
> Faculty workload includes consideration of research and scholarly activity.

STANDARD 4: STUDENTS

Accreditation documentation must explicitly describe and include evidence that:
The program supports and prepares students with the competencies^G relevant to physiotherapy practice and regularly assesses their competencies and achievements.

CRITERION 4.1	EXAMPLES OF EVIDENCE
The program ensures student participation in program planning, development, and evaluation. **Key Indicator:** Students participate in program planning, development, and evaluation.	May include, but not limited to: → committee terms of reference → outcomes of meetings about curriculum, academic and clinical placement coordination → student evaluation of program
Explanatory notes The evidence would adequately illustrate the criterion by demonstration and commentary such as: ➢ Opportunities are provided for students to participate and/or have input into program planning, development and evaluation. ➢ Committee membership includes student representatives when appropriate.	

CRITERION 4.2	EXAMPLES OF EVIDENCE
Methods of teaching and learning align with program and curricular goals.	May include, but not limited to: → distributed models of learning across sites → use of simulation and standardized patients → technology-enhanced learning → small and large group learning sessions → problem based learning → interprofessional learning opportunities → skills-based learning → community service learning
Explanatory notes The evidence would adequately illustrate the criterion by demonstration and commentary such as: ➢ There is a diversity of teaching and learning methods ➢ Teaching reflects current and emerging trends in teaching and learning methods ➢ Links between the teaching and learning methods and the learning expected	

CRITERION 4.3	REQUIRED EVIDENCE
The program has a required mix of clinical education experience that is designed to encompass essential areas of practice and settings across the lifespan, and that enables students to achieve the required competencies. **4.3.1 Each student attains the required mix as defined by the program.**	**Must** include: → FORM-SSR-4.3a which requires the program to state its defined required mix, describing the requirements in relation to areas of practice, settings, and lifespan → FORM-SSR-4.3b which lists the clinical sites offering clinical placements to the program's students

4.3.2 Each student attains a minimum of 1025 hours of clinical education experience; the majority of these hours shall be under the supervision of a licensed/registered physiotherapist. **Key Indicator:** The program demonstrates that students experience 1025 hours of clinical placements that encompass essential areas of practice and settings as defined by the program and by the profession.	→ summary table for each of the three most recently graduated cohorts (at the time of SSR submission) **NOTE**: Requirements related to areas of practice must include a minimum of 100 hours in each essential area of practice (cardiovascular and respiratory, musculoskeletal, neurological) as described in the Clinical Education Guidelines for Canadian University Programs (2011)

Explanatory notes
The evidence would adequately illustrate the criterion by demonstration and commentary such as:
- ➢ The clinical placement experiences are adequate in number and hours, appropriate in scope and are diverse enough to meet the objectives of clinical education and the competencies for professional practice
- ➢ Mechanisms exist to track student clinical placement learning experiences
- ➢ Clinical placement experiences for students are planned based on student progression in the curriculum, the type of supervision required, the variety of experiences needed, and the learning outcomes to be achieved.
- ➢ The program establishes policies and procedures with the clinical instructors, which help to assure that students receive guidance and regular formal and informal assessment of their clinical performance.
- ➢ The program ensures adequate orientation, support, and regular learning opportunities for clinical instructors.

CRITERION 4.4	**EXAMPLES OF EVIDENCE**
There is a framework for evaluation of student achievements with clearly defined evaluative criteria and outcomes. **4.4.1 A variety of appropriate methods and tools are used to measure student performance.** **4.4.2 The program provides appropriate and timely feedback to students about their strengths and opportunities for improvement and remediation.** **Key Indicator:** Students are evaluated in a variety of ways, given timely feedback, and given appropriate opportunities for remediation.	May include, but not limited to: → policies and procedures related to evaluation and student progression → course outlines including expected learning outcomes and evaluative criteria/methods → samples of the variety of methods and tools used to measure academic performance → minutes of meetings related to student promotion and progression / reports of student performance → student handbook

Explanatory notes
The evidence would adequately illustrate the criterion by demonstration and commentary such as:
- ➢ There are faculty, staff and systems to track students, their needs and performance.

CRITERION 4.5	EXAMPLES OF EVIDENCE
The program provides mechanisms for students to address their individual or programmatic academic and clinical placement concerns.	May include, but not limited to: → formal, objective and published policies and procedures for student appeals → documented outcomes/ responses to students' concerns
Explanatory notes The evidence would adequately illustrate the criterion by demonstration and commentary such as: ➢ There are formal and informal opportunities in place for the students to express concerns about academic and clinical placement experiences.	

CRITERION 4.6	EXAMPLES OF EVIDENCE
The program ensures students have timely and confidential access to academic support and academic or psychosocial counselling services.	May include, but not limited to: → published information about access to student support services such as health services, counselling, financial aid → policies and procedures related to remediation → policies and procedures related to accommodation of students in exceptional circumstances → student orientation program → student handbook

Explanatory notes
The evidence would adequately illustrate the criterion by demonstration and commentary such as:
  ➢ Information about relevant university and program policies and procedures is available and accessible to students
  ➢ Professional and career counselling and academic support are available to students enrolled in the program.	

STANDARD 5: ACCOUNTABILITY

Accreditation documentation must explicitly describe and include evidence that:
The program accurately represents itself publicly, and provides sufficient information to ensure accountability and consumer choice.

CRITERION 5.1	EXAMPLES OF EVIDENCE
Information available to prospective students, enrolled students, and the public about the university and the program is current and complete and accurately reflects the program's vision, mission, and goals.	May include, but not limited to: → documentation about admission policies, tuition and fees, financial aid, graduation and licensing/registration requirements, academic policies and student services → student handbook, program brochures, university documents → program calendar; web site → student orientation programs → records that students admitted to the program meet the published admission criteria → grading policy → academic regulations

Explanatory notes
The evidence would adequately illustrate the criterion by demonstration and commentary such as:
  ➢ Using university guidelines and procedures, faculty initiate, adopt, evaluate and uphold academic regulations that are specific to the program.
  ➢ Program policies exist to guide the dissemination and implementation of all established regulations affecting faculty and students.
  ➢ The university ensures that policies and procedures that directly affect prospective and enrolled students, including accreditation status and activities, are clearly described, applied equitably, and carried out in a timely manner.
  ➢ Information about the program, including web page information and advertising, and materials related to university and program policies are accurate, comprehensive and current.
  ➢ When making decisions about admission, retention and graduation of students, the program considers its mission, the mission of the university and the needs of society.
  ➢ The program provides prospective and enrolled students with access to or copies of rules and regulations related to admissions, matriculation, progression through the program, withdrawal and dismissal procedures, procedural fairness, clinical education experiences, and other academic policies and procedures.

CRITERION 5.2	EXAMPLES OF EVIDENCE

The program provides an environment that is safe and protects the rights of all individuals including students, faculty, staff, and others participating in activities associated with the program.	May include but not limited to:
	→ policies and procedures regarding:
	   o preserving privacy, dignity and safety of students, faculty, staff and others involved in learning and teaching activities
	   o informed consent
	   o threats/harassment
	   o occupational health and safety
	   o grievance and complaints

| | → documentation of incidents related to unsafe environment and actions taken to resolve issue |
| | → safety regulations and emergency procedures are posted |

Explanatory notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- ➢ The university has policies and procedures to protect the rights and safety of all individuals involved in any aspect of the physiotherapy program.
- ➢ The university and the program ensure that students are informed of potential health risks they may encounter throughout the education program and when at clinical placements.
- ➢ Policies and procedures ensure fairness in the handling of student and faculty concerns and complaints at all levels of the program and university.
- ➢ The university, the program, and each clinical placement site have policies describing confidentiality of records and other personal information, as well as policies and procedures about the use of human subjects in demonstrations and practice for educational purposes and research, if applicable.

CRITERION 5.3	**EXAMPLES OF EVIDENCE**
The program has an admissions process that is fair, transparent, and timely.	May include, but not limited to: → documented policies and procedures for program admissions → minutes of Admissions Committee meetings → documented decision-making processes related to admissions → annual and cumulative summaries of admissions data

Explanatory notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- ➢ Policies and procedures applied in student selection do not discriminate on the basis of race, religion, color, gender, age, national or ethnic origin, sexual orientation, and disability or health status.

Note: This criterion, however, does not negate the program's ability to act affirmatively for certain groups of people, including those identified by race, color, gender, national or ethnic origin, or disability or health status, nor does it prohibit universities from activities associated with enhancing diversity among their student populations. However, it is expected that all published materials related to admissions policies and practices include information about the program's decision to act affirmatively for the selected groups.

CRITERION 5.4	**EXAMPLES OF EVIDENCE**

The program:
  i. monitors its compliance with accreditation standards and the rules of PEAC on a continual basis
  ii. takes required steps to ensure compliance
  iii. publishes its accreditation status
	May include, but not limited to:
	→ publication of accreditation status in appropriate documents, for example, program calendar, web site
	→ documentation and submission of required accreditation fees and reports, for example Self Study Reports, Progress Reports, Annual Reports
	→ changes in program compliance with accreditation standards are reported in accordance with PEAC policies

	→ documentation of notification of any substantive curriculum changes to PEAC

Explanatory notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

> The university and program are committed to obtaining and maintaining their accreditation status and are responsible for submitting requested documentation and fees by the established deadlines.

Note: The university and program are responsible for notifying PEAC of all substantive changes in the program in accordance with policy ACC-04 Substantive Change. Substantive changes to be reported include, but are not limited to, changes in program leadership, governance structure, faculty complement, financial resources, major curricular revisions, and the degree or program offered.

STANDARD 6: PHYSIOTHERAPY COMPETENCIES

Accreditation documentation must explicitly describe and include evidence that:

The program facilitates student achievement of the competencies required for entry-level physiotherapy practice.

The physiotherapy curriculum should:

- incorporate the broad principles that reflect the philosophy and values intrinsic to the practice of physiotherapy
- be based on a foundation of liberal arts and sciences[9] that provides students with a knowledge base that may include, but is not limited to, the biological sciences, social sciences, applied sciences, scientific inquiry, clinical science and professional practice
- include the development of a collaborative and evidence-informed[G] approach as the basis for physiotherapy practice

Context of Practice

Physiotherapists work within diverse contexts of practice. This requires them to be competent working with/in different areas of practice, practice settings, funding models, types of clients, and types and goals of physiotherapy service. The contexts of practice are interrelated and also influence the roles and competencies that individual physiotherapists require in order to practice safely and effectively. Programs should provide evidence about how students experience this diversity of clinical practice in criterion 4.3.

Required Evidence

The explanatory notes associated with each criterion are intended to provide guidance for programs about the evidence required to demonstrate compliance with each criterion and sub-criterion. Evidence **must** include:

- All course outlines
- FORM-SSR-6

  - specific learning objective(s) related to each criterion
  - content delivery method(s)/activities in the learning plan related to each criterion
  - method(s) of student assessment related to each criterion

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[9] Fields of science include but are not limited to human anatomy and physiology, pathology, immunology and endocrinology, genetics, pharmacology, medical and adjunct therapies, biological theories of lifespan development, physics, movement sciences, environmental science (*Entry to Practice Physiotherapy Curriculum,* May 2009*).*

NOTE: Examples of the above (see FORM-SSR-6) must be provided (e.g. relevant course content–PowerPoint, handouts, lecture notes, lab instructions, etc.; relevant student assessment–assignments, exams, rubrics for grading, etc.)

NOTE: It is understood that all students will complete clinical placements as part of education program requirements. Information related to clinical placements, and student assessment of competency during clinical placements, is to be included in criterion 4.3 and, as relevant, in Standard 2. Clinical course outlines and clinical placement student evaluation forms (e.g. the Canadian Physiotherapy Assessment of Clinical Performance or ACP) should not be included as evidence to support compliance with Standard 6.

To be compliant with Standard 6, the program is expected to demonstrate that its students have achieved the learning objectives described in the course outlines during the didactic portion of the curriculum. It is understood that this learning will then be integrated and applied during fieldwork experiences.

ROLE 6.1 EXPERTISE IN PHYSIOTHERAPY

The program prepares students to be competent entry level practitioners with expertise in physiotherapy, and with an ability to integrate all of the physiotherapist competencies to provide leadership in the promotion, improvement, and maintenance of the mobility, health, and well-being of clients[G].

CRITERION 6.1.1

Consult with the client to obtain information about his/her health, associated history, previous health interventions, and associated outcomes.
Collect assessment[G] data relevant to the client's needs and physiotherapy practice.

Explanatory notes
The program prepares students to:
> Collect and review all background information relevant to the client's past and current health from multiple sources (e.g., client, previous health records, other health care-practitioners, professional colleagues, or family).
> Identify the client's personal and environmental factors affecting his/her functional abilities, physical performance, and participation.
> Determine the client's expectations related to physiotherapy services[G].
> Select quantitative and qualitative assessment methods and measures based on evidence-informed practice.
> Inform the client of the nature and purpose of assessment as well as any associated significant risk[G].
> Use their knowledge in biological, psychosocial, and basic sciences to perform a safe and effective physiotherapy assessment, taking into account client consent, known indications and contraindications, practice guidelines, client-specific limitations, and risk-benefit considerations.
> Monitor the client's health status for significant changes during the course of assessment and take appropriate actions as required.

CRITERION 6.1.2

Analyze assessment findings, and establish a physiotherapy diagnosis[G] and prognosis.

Explanatory notes

The program prepares students to:
- ➢ Identify the nature and extent of the client's impairments, activity limitations, and participation restrictions within the context of the client's goals and needs.
- ➢ Formulate a physiotherapy diagnosis based on the analysis of client assessment findings.
- ➢ Identify the need for and potential value of physiotherapy intervention.
- ➢ Identify when physiotherapy services are not required or indicated.
- ➢ Discuss physiotherapy diagnosis and prognosis with the client, and other health professionals / team members as appropriate.

CRITERION 6.1.3

Develop and recommend a physiotherapy intervention strategy.
Implement the intervention.

Explanatory notes

The program prepares students to:
- ➢ Establish and prioritize, with the client, expected outcomes based on the assessment findings and evidence-informed practice.
- ➢ Establish goals with the client that are specific, measurable, action oriented, realistic, and time-specific.
- ➢ Recommend interventions that are evidence-informed, consistent with the client's needs and goals, and all available resources including referral to other services as appropriate.
- ➢ Implement physiotherapy interventions ^{G} in accordance with client consent and in a competent, safe and effective manner.
- ➢ Determine the client's need for supervision and implement appropriate monitoring during specific physiotherapy interventions.
- ➢ Educate the client about health promotion, self-management, and relevant services with respect to his/her unique condition.
- ➢ Maintain continuity in physiotherapy service delivery, where resources permit (e.g., communicate with physiotherapists and other health professionals who share responsibility for service delivery, arranging for substitute service, as appropriate).

CRITERION 6.1.4

Evaluate the effectiveness^G of interventions.
Complete physiotherapy services.

Explanatory notes

The program prepares students to:
- ➢ Discuss with the client the nature, purpose, and results of ongoing assessment and outcome evaluations.
- ➢ Monitor client responses and changes in status during the interventions and modify intervention accordingly.
- ➢ Evaluate effectiveness of the intervention strategy on an ongoing basis using appropriate outcome measures ^{G}.
- ➢ Assess client status prior to the completion of physiotherapy services and compare with initial assessment findings.
- ➢ Discuss a plan for service completion with the client (e.g., recommend service options, self-management plan).
- ➢ Discontinue physiotherapy intervention as indicated or upon the client's request.

ROLE 6.2　COMMUNICATION

The program prepares students to use effective communication to develop professional relationships with clients[G], families, team members, care providers, and other stakeholders.

CRITERION 6.2.1

Develop and maintain professional relationships through effective communication.

Explanatory notes

The program prepares students to:
- ➢ Demonstrate sensitivity to the uniqueness of others.
- ➢ Listen effectively and facilitate discussion to ensure reciprocal exchange of information.
- ➢ Demonstrate an awareness of self behaviours and the responses of others and adapt communications appropriately.
- ➢ Respect confidentiality, privacy, and autonomy.

CRITERION 6.2.2

Gather and share information related to client care.

Explanatory notes

The program prepares students to:
- ➢ Seek out and gather information from clients and other team members to assist in shared and informed decision-making.
- ➢ Encourage and ask clarifying questions.
- ➢ Provide information and respond to questions in a truthful, objective, sensitive, empathic, and respectful manner.
- ➢ Communicate PT intervention strategies to team members effectively, and collaboratively set treatment priorities.

CRITERION 6.2.3

Employ effective and appropriate communication strategies.

Explanatory notes

Communication strategies may include verbal, non-verbal, written, and electronic communications.

The program prepares students to:
- ➢ Produce and maintain legible, accurate, and appropriate records, in keeping with regulatory requirements.
- ➢ Effectively present information about client care and physiotherapy service delivery (e.g., concluding reports, medical legal reports).
- ➢ Prepare and present information in an organized manner for colleagues (e.g., presentations at client conferences or professional meetings).

ROLE 6.3　COLLABORATION
The program prepares students for collaborative practice to support quality client-centered care.

CRITERION 6.3.1
Establish and maintain interprofessional relationships, which foster effective collaborative practice.

Explanatory notes

The program prepares students to:
- Demonstrate an understanding of and respect the roles, responsibilities, and differing perspectives of team members including clients[G].
- Integrate knowledge and understanding of the physiotherapist role and the roles of others, including the client, in providing client-centred care.
- Consult and share relevant information with clients, other health professionals, and all relevant individuals or groups in a timely manner.
- Promote active and informed shared decision making.
- Foster collaboration with relevant others.

CRITERION 6.3.2
Prevent, manage, and resolve conflict related to client-centered care.

Explanatory notes

The program prepares students to:
- Demonstrate a respectful attitude towards colleagues and members of an interprofessional team, including clients.
- Identify the issues that may contribute to the development of conflict between the physiotherapist and client or among team members (e.g., recognize how one's own beliefs, perceptions, and values may affect team dynamics and effectiveness).
- Address conflicts in an appropriate and timely manner.

ROLE 6.4　MANAGEMENT
The program prepares students to manage time, resources, and priorities in physiotherapy practice.

CRITERION 6.4.1
Manage individual practice effectively.

Explanatory notes

The program prepares students to:
- Understand the structure, funding, and function of health systems, including health teams.
- Apply business principles to physiotherapy service delivery in public and private sectors.
- Provide services considering client needs and allocation of available human, physical, and financial resources.
- Set priorities and manage time for provision of client services and general physiotherapy practice delivery.
- Balance time for work, professional activities, and personal responsibilities.
- Be accountable for own actions and decisions (e.g., ensuring ability to meet professional obligations).

CRITERION 6.4.2

Manage and supervise personnel^G involved in the delivery of physiotherapy services.

Key Indicator: The program can demonstrate that students have the knowledge and skills to manage and supervise personnel involved in the delivery of physiotherapy services.

Explanatory notes
The program prepares students to:
- Assess, orient, and provide ongoing feedback to personnel involved in the delivery of physiotherapy services.
- Assign tasks to and monitor personnel acting within established regulatory guidelines.

CRITERION 6.4.3

Participate in activities that contribute to a safe working environment and effective physiotherapy practice.

Explanatory notes
The program prepares students to:
- Anticipate, recognize, and prevent hazards in the physical environment (e.g., infection prevention and control, hazardous waste, electrical safety, equipment).
- Deliver physiotherapy services in a safe physical environment for self, other team members, and staff.
- Promote client safety in the selection and application of assessment, intervention, and evaluation measures.
- Participate in quality improvement and client safety initiatives.

ROLE 6.5   ADVOCATE
The program prepares students to responsibly use their knowledge and expertise to promote the health and well-being of clients^G.

CRITERION 6.5.1

Work collaboratively to identify, respond to, and promote the health needs and concerns of clients.

Explanatory notes
The program prepares students to:
- Describe the role of the physiotherapy profession in advocating for health and safety.
- Collaborate with clients and other care providers to understand, identify, and promote the health and physiotherapy needs and concerns of clients.
- Speak out on health issues identified by clients and, together with other health care providers/team members, empower clients to speak on their own behalf.
- Identify the determinants of health of clients and understand factors that act as barriers to accessing services and resources.
- Understand the limits and opportunities within the practice setting to address health issues, and work collaboratively to develop strategies to optimize client care (e.g., support clients to access timely and affordable service, assist clients to navigate and coordinate the health care system).

ROLE 6.6   SCHOLARLY PRACTITIONER
The program prepares students to be life long learners in order to improve client[G] outcomes through seeking, creating, applying, disseminating, and translating knowledge to physiotherapy practice.

CRITERION 6.6.1
Use a reflective approach to practice.

Explanatory notes
The program prepares students to:
- Use self-evaluation and feedback from instructors, clinical preceptors, clients, and other providers to reflect upon actions and decisions to continuously improve knowledge and skills.
- Use a clinical reasoning/problem-solving approach to make decisions and take action.
- Recognize how own background, education, experiences, perspectives, values, and beliefs impact decision-making.
- Incorporate experiences, education, research, and best available resources to plan and deliver physiotherapy services.

CRITERION 6.6.2
Engage in scholarly inquiry.

Explanatory notes
The program prepares students to:
- Understand the principles of research, research ethics, and research methods and the importance of research to advance practice.
- Engage in aspects of the research process (e.g., critically appraise literature, conduct a systematic search for evidence, develop a research question and/or proposal, collect and/or analyze data, integrate and/or disseminate research results).

ROLE 6.7   PROFESSIONALISM
The program prepares students to demonstrate ethical practice, support of the profession, and high personal standards of behaviour.

CRITERION 6.7.1
Conduct self within legal/ethical[G] requirements.

Key Indicator: The program can demonstrate that students have the knowledge and skills to practise within ethical and legal requirements in the jurisdiction in which they practice (regardless of the province in which they are trained).

Explanatory notes
The program prepares students to:
- Provide services within physiotherapy scope[G] of practice and personal competence[G].
- Maintain a professional therapeutic relationship with clients [G] (e.g., maintain professional boundaries, integrity, and act in the best interest of the client).
- Provide services while upholding professional codes of ethics, standards of practice and other professional obligations.
- Inform the client regarding all uses of collected personal and health data and obtain client consent.

➢ Maintain client confidentiality/privacy as required by applicable legislation.

CRITERION 6.7.2
Respect the individuality and autonomy of the client.
Explanatory notes
The program prepares students to:
➢ Demonstrate sensitivity to and respect for each client's rights, dignity, and uniqueness ^G.
➢ Treat the client with respect and empower the client in expressing individual needs.

CRITERION 6.7.3
Contribute to the development of the physiotherapy profession.
Explanatory notes
The program prepares students to:
➢ Contribute to the learning of others (e.g., support student clinical education; support colleagues through feedback, mentorship, and knowledge transfer).
➢ Engage in activities that support the development of the profession of physiotherapy (e.g., participate in in-service presentations, local and national conferences, professional committees, and public education of other health care professionals).
➢ Use opportunities to communicate the role and benefits of physiotherapy to enhance individual and community health including health promotion and disease prevention.

GLOSSARY[10]

Accreditation	1. The **state or condition** of accreditation means that a program has met standards of education established by professional authorities.
	2. The **process** of accreditation is one of quality assurance through which accredited status is granted to an educational institution or program of study by responsible authorities.[11]
Assessment	Includes, but is not limited to, examination of joint integrity and mobility, gait and balance, muscle performance, motor function, cardiorespiratory function, pain, neuromotor and sensorimotor development, posture, cardiovascular and work capacity, cognition and mental status, skin condition, accessibility and environmental review.
Client	A person, family, group, community or organization that receives physiotherapy professional services, products or information. A client may also be known as a patient.
Clinical Education[12]	The component of entry-to-practice curriculum, in which students gain practical experience and engage in a range of professional opportunities in various clinical settings, for the purpose of learning and applying physiotherapy knowledge, skills, behaviours and clinical reasoning.
Essential Competencies	The repertoire of measurable knowledge, skills and attitudes required by a physiotherapist throughout his or her professional career.
Core Evaluative Criteria	A program must demonstrate full compliance with the core criteria since they are judged essential to ensure the quality of education programs. A program that does not meet all of the established core criteria is granted Probationary Accreditation.
Effectiveness	The extent to which a specific intervention, procedure, regimen, or service, when deployed in the field, does what it is intended to do for a defined population.
Evidence	An official document or information that the program provides to demonstrate its compliance with the evaluative criteria.

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[10] The terms in the Glossary, unless indicated otherwise, are from the *Essential Competency Profile for Physiotherapists in Canada* (2009).

[11] Canadian Information Centre for International Credentials (2003). Guide to Terminology. Authors: Toronto.

[12] Clinical Education Guidelines for Canadian University Programs (2011)

Evidence-informed Practice	While essentially the same as evidence-based practice, evidence-informed practice is evolving to become a preferential term as this terminology conveys additional emphasis that practice takes the best current research evidence into account (but may not be the foremost consideration) along with the integration of clinical expertise and client values in the decision-making process further equalizing the three pillars.
Faculty	**Academic Faculty** includes those individuals who are appointed to and paid by the university and have at least a 0.20 appointment in the program. Academic faculty members will typically have full-time appointments, although some may have part-time appointments; they may hold tenured, tenure track or non-tenure track appointments. Academic faculty members have responsibility and authority related to curriculum development, instructional design and delivery, and evaluation of outcomes.
	Clinical Faculty includes those who provide education in the university setting but are not paid employees of the university, although they may receive honoraria or other forms of compensation. Clinical faculty may include, but are not limited to, guest lecturers, instructors of specific course components, or tutors.
Interprofessional Education[13]	Occasions when two or more professions learn with, from, and about each other to improve collaboration and quality of care
Intervention	Includes but is not limited to education and consultation, therapeutic exercise, soft tissue and manual therapy techniques including manipulation, electro-physical agents and mechanical modalities, functional activity training, cardio-respiratory and neuromotor techniques, and prescribing aids and devices.
Learning/Student Outcomes	A measured level of performance that demonstrates the degree to which a given competency or set of competencies has been achieved by the learner.
Legal/Ethical Requirements	Physiotherapists are required to conduct themselves within legal/ethical requirements such as registering with physiotherapy regulatory college; and complying with relevant consent, privacy legislation, and regulatory reporting requirements.
Outcome Measures	A measurement tool (e.g., instrument, questionnaire, rating form) used to document change in one or more constructs over time.

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[13] http://www.caipe.org.uk/ (2002)

Personnel	Includes individuals whose role is to assist the physiotherapist in ensuring that physiotherapy services are delivered in a safe and effective manner, and achieve and maintain optimal client outcomes. Examples include students, administrative staff, physiotherapy assistants, and rehabilitation aides.
Personal Competence	An individual practitioner's personal level of knowledge, capabilities and qualities within a given situation, influenced by continuing professional education, the practice setting, workplace requirements and patient or client needs.
Physiotherapy Diagnosis	A conclusion about physical function based on a subjective and objective assessment and analysis by a physiotherapist to investigate the cause or nature of a client's condition or problem.
Physiotherapy Services	Services provided by a physiotherapist within the context of health care delivery (e.g., client assessment, treatment, related reports, communication with various parties for the purposes of delivering patient care).
Program	Unless otherwise indicated, program refers to the entry-level physiotherapist education program.
Risk	Risks and side effects are (a) those which are probable or likely to occur, (b) those which are possible rather than probable but can have serious consequences, or (c) anything else which would be considered relevant to know by a reasonable person in the same circumstances.
Scope of Practice	A profession's scope of practice encompasses the services its practitioners are educated, competent, and authorized to provide. The overall scope of practice for the profession sets the outer limits of practice for all practitioners. The actual scope of practice of individual practitioners is influenced by their continuing professional education, the settings in which they practice, the requirements of the workplace, and the needs of their patients or clients.
Standards of Practice	An expectation (or set of expectations) that reflects the general agreement on competent practice by the members and governors of recognized professional organizations. These may be formally documented approved standards or usual and customary practice.
Uniqueness	Includes race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability and conviction for which a pardon has been granted.