

Guidance Document

Accreditation Standards for Canadian Entry-to-Practice Physiotherapy Education Programs (2020)



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Français

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INTRODUCTION

Background

The *Accreditation Standards for Canadian Entry-to-Practice Physiotherapy Education Programs (2020)* were published by Physiotherapy Education Accreditation Canada (PEAC) in February 2021. These standards include *Criterion 5.4* and *Criterion 5.5*: two new criteria related to social justice, human rights, equity, diversity, and inclusion. To support education programs in interpreting these criteria and providing evidence of compliance, examples of evidence and explanatory notes relevant to these concepts were included in many of the other criteria.

Qualitative feedback received through the national validation survey in November 2020 highlighted the need for additional resources to support consistency in interpretation and application of these two new criteria.

In April 2022, PEAC received confirmation of grant funding from the Community Capacity Building component of the Heritage Canada Community Support, Multiculturalism, and Anti-Racism Initiatives Program to support the development of a guidance document and subsequent training workshops.

Acknowledgements

In September 2022, PEAC recruited a Standards Interpretation Working Group (SIWG), composed of physiotherapy educators, regulators, clinicians and peer reviewers, a physiotherapy student, and a PEAC Accreditation Committee member. The SIWG also included key informants from Indigenous communities with knowledge of and experience with relational accountability to Indigenous Peoples and key informants from equity-denied groups with knowledge of and experience with educational and healthcare environments that are justice-driven and anti-oppressive. The SIWG members were Zeina Abu-Jurji, Lesley Bainbridge, Debra Beach Ducharme, Lindsay Beavers, Catherine Brodrique-Boisvert, Zachary Chan, Sonia Chaudhary, H el ene Corriveau, Cathy Cuddington, Suzanne Daneault, Jasdeep Dhir, Shannon Field, Heather Gillis, Simone Gruenig, Margaret Hart, Stephanie Lurch, Maira Prado Landaeta, and Laurie Proulx.

The SIWG met monthly from October 2022 to April 2023 to come to consensus on interpretation of *Criterion 5.4* and *Criterion 5.5* of the *Accreditation Standards for Canadian Entry-to-Practice Physiotherapy Education Programs (2020)* and develop this Guidance Document. The working group members engaged in an inclusive consensus-development process facilitated by Dr. Ada L. Sinacore, an expert on social justice and human rights. Dr. Sinacore has extensive experience with both inclusive processes and accreditation. We thank the working group members and Dr. Sinacore for their contributions and commitment to this work.

We also thank those who reviewed and verified the translation of this Guidance Document to ensure the accuracy of the terminology. These individuals are Catherine Brodrique-Boisvert, Richard Debigaré and Mathieu Simard.

Purpose

The purpose of this Guidance Document is to provide interpretation and support the application of *Criterion 5.4* and *Criterion 5.5* of the *Accreditation Standards for Canadian Entry-to-Practice Physiotherapy Education Programs (2020)*. This document is intended to be used by Canadian physiotherapy education programs, PEAC accreditation peer review team members, and the PEAC Accreditation Committee.

CRITERION 5.4

Criterion (from 2020 Standards)

The program demonstrates a commitment to relational accountability to Indigenous Peoples and their communities.

- in policies and processes related to the recruitment, admission, and retention of students, faculty, and instructors,
- in opportunities for professional development for faculty, and
- in curriculum content and clinical learning opportunities for students

EXAMPLES OF EVIDENCE

May include, but not limited to:

- documented evidence of efforts to develop and maintain authentic, reciprocal relationships with local Indigenous communities
- documented evidence of authentic inclusion of Indigenous perspectives and worldviews in the development and implementation of policies, faculty professional development opportunities, and curricular content and clinical learning opportunities
- documented program recruitment and admissions policies aimed at increasing the number of Indigenous physiotherapists in practice
- recruitment and retention policies which aim to increase the number of Indigenous faculty members and instructors
- strategies used to support and retain Indigenous students through to graduation
- learning activities related to cultural competency, cultural safety, and cultural humility
- education related to Indigenous practices, Indigenous health issues, the history and legacy of residential schools, the history of Indigenous Peoples in Canada, and the impact of colonization
- opportunities for students to learn from Indigenous educators and Elders
- clinical placement opportunities in urban, rural, and remote Indigenous communities
- meaningful Indigenous partnerships

Explanatory notes

These notes describe the intent of the criterion and should not be used as a checklist. The program would illustrate compliance using commentary and supporting evidence such as:

- The program acknowledges Indigenous communities, educators, and consultants whose contributions to the program arise from lived experiences with appropriate gifts and ways of recognition.
- How the program engages in ongoing authentic and reciprocal relationship-

- building with local Indigenous communities.
- The program engages in ongoing consultation with Indigenous stakeholders for evaluation of policy, practices, programs, resources, or partnership outcomes.
 - The program acknowledges their accountability to the Calls to Action of the Truth and Reconciliation Commission of Canada, the Calls for Justice of The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, and the need for systems-level transformation.

CRITERION 5.4

Guidance

Relational Accountability

Relational accountability begins with developing a relationship with Indigenous communities guided by Respect, Trust, Self-Determination, and Commitment (Kirkness & Barnhardt, 1991; Wilson, 2008).

It is expected that the program provides evidence of how it is developing these relationships such that they are equitable and beneficial to Indigenous communities and Indigenous people. To do this, the program can first document the process of relationship building that engages multiple members and stakeholders within Indigenous communities and incorporates their perspectives into the relationship building process. In doing so, the program recognizes the roots of colonialism within their program and the physiotherapy profession in order not to replicate colonialism while building relationships marked by authenticity and reciprocity (Kirkness & Barnhardt, 1991; Wilson, 2008). The program is expected to demonstrate authentic engagement and reciprocal relationships that are meaningful and beneficial to Indigenous communities and that reflect Indigenous philosophies such as *mino-pimatisiwin* (an Algonquian family language term meaning “living a good life”; see for example Hart, 2002 and Landry et al., 2019) and *minoayawin* (an Anishinaabe mowin word meaning “health and wellbeing”; see for example Ballard et al., 2020).

Policies and Processes

Relationship building makes it possible to develop ongoing and iterative collaboration processes with Indigenous people (Elders, Knowledge Keepers, faculty, staff, and students) and communities to develop policies and processes that are consistent with Indigenous ways of knowing, being, and doing. The program can then provide direct evidence from Indigenous people and communities about their engagement to ensure that these policies and processes are culturally appropriate and effective. As relationship building continues and the collaboration processes are embedded within the program, the program can then provide evidence of how the information from these processes is integrated.

Professional Development for Faculty

The on-going and iterative collaboration process makes it possible to develop opportunities for professional development for faculty, such that faculty become knowledgeable about Truth and Reconciliation, including but not limited to policies related to assimilation. Additionally, faculty become knowledgeable about their individual, collective, and professional responsibilities toward Indigenous Peoples and communities. Through these opportunities faculty learn about the land in which they

work and live, as well as ways to honour and respect unceded lands and Treaty Relationships. As well, through various learning opportunities faculty can develop skills to analyze how colonialism and racism are embedded in the program and institution within which they work such that they will be better equipped to develop a curriculum that integrates Indigenous ways of knowing, being, and doing. For example, faculty can become knowledgeable about Indigenous philosophies (axiologies, ontologies, epistemologies, and methodologies) such that they can be incorporated into the curriculum and all scholarly activities with Indigenous communities. It is expected that faculty development is an ongoing and iterative process which is informed by the collaboration process previously discussed and that the program has and allocates adequate resources to support faculty engagement with learning opportunities.

Curriculum Content

The ongoing and iterative collaboration process combined with professional development for faculty enhances the program's ability to ensure that curriculum content is informed by Indigenous Peoples, histories, and world views. For example, education related to Indigenous practices, Indigenous health issues, the history and legacy of residential schools, the history of Indigenous Peoples in Canada, and the impacts of colonization can be embedded into the curriculum. Continuity and consistency of curriculum content across the program supports the development of students' understanding of relational accountability, colonization and racism towards Indigenous people and their historical and continuing impacts.

Clinical Learning Opportunities

In order to develop clinical learning opportunities for students, relationships with Indigenous people and communities are nurtured by the program in order to ensure reciprocity between the program and the communities. These relationships continue to be developed through the collaboration process (previously mentioned) such that clinical learning is mutually beneficial to both students and Indigenous people and communities (Oosman et al., 2019). In addition, through the collaboration process, faculty professional development, and curriculum revisions, the program is better able to prepare students to engage with Indigenous people and communities during clinical learning opportunities. In order to engage in these clinical learning opportunities, students are expected to understand what it means to be relationally accountable to Indigenous Peoples and knowledgeable about Indigenous practices, Indigenous health issues, and the impacts of colonization on Indigenous wellness in order to develop trust and engage in culturally appropriate and humble care (for a discussion of cultural humility, see for example Oosman et al., 2019). As well, the program provides evidence that outreach and resources are available to clinical preceptors regarding relational accountability, colonization, and racism toward Indigenous people such that they are prepared to support students in providing culturally appropriate and humble care. This includes monitoring access and usage of the resources.

Minimum Requirement

The program is actively engaging in an iterative process of building and maintaining authentic relationships with Indigenous communities.

The program is integrating knowledge gleaned from the iterative collaboration processes:

- into policies and processes related to the recruitment, admission, and retention of students, faculty, and instructors,
- into faculty professional development opportunities that are well resourced and with which faculty have the opportunity to be engaged,
- into curriculum content, and
- into clinical learning opportunities for students.

CRITERION 5.4

References and Resources

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CRITERION 5.5

Criterion (from 2020 Standards)

The program demonstrates a commitment to educational and healthcare environments that are justice-driven and anti-oppressive

- in policies and processes related to the recruitment, admission, and retention of students, faculty, and instructors,
- in opportunities for professional development for faculty, and
- in curriculum content and clinical learning opportunities for students.

EXAMPLES OF EVIDENCE

May include, but not limited to:

- program goals and values that reflect the sociohistorical diversity of its stakeholders and the community in which it is located
- anti-oppression standards of behaviour and practice at the institutional and interpersonal level
- policies that look to dismantle systemic racism, white supremacy, and colonialism at the organizational and individual level and include the integration of racial justice and accountability
- learning activities related to the impact of racism on healthcare education, research, clinical practice, and health outcomes
- learning activities in intersectionality and its impact in healthcare
- education related to Black and Indigenous health, critical race theory, anti-oppression (including anti-racist) practice, trauma-informed care, the history of oppression in physiotherapy, international treaties, covenants, and policies relevant to the Canadian physiotherapy context
- evaluation of teaching materials for bias and stereotypes related to racism and other intersecting systems of inequity
- clinical placement opportunities that help students understand the lived experiences of those whose experience of oppression differs from their own
- meaningful opportunities for students, faculty, instructors, staff, preceptors to engage in activities developed and/or lead by community organizers related to sustainable development and social accountability

Explanatory notes

These notes describe the intent of the criterion and should not be used as a checklist. The program would illustrate compliance using commentary and supporting evidence such as:

- The program seeks opportunities to introduce students, faculty, instructors, staff, and preceptors to international treaties, covenants and policies such as World Physiotherapy Policy Statement on Diversity and Inclusion, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), United

Nations Convention of the Rights of the Child, United Nations Convention on the Rights of People with Disabilities, United Nations Statement on Ending Violence and Discrimination Against Lesbian, Gay, Bisexual, Transgender And Intersex People.

- The program acknowledges and compensates (e.g., with appropriate gifts and ways of recognition and/or financially through honoraria, grants, bursaries) those who experience racism or other forms of oppression and who contribute to the program through provision of theoretical expertise or lived experience.
- The program engages in ongoing consultation from Black stakeholders, Indigenous stakeholders, and stakeholders of colour for evaluation of policy, practices, programs, or partnership outcomes.
- Violations of anti-oppression standards of behaviour and practice are reported and addressed in a way that meets required timelines for communication and that result in consequences commiserate with each stakeholder.
- The program can highlight how anti-oppression policies, actions, and initiatives, are being implemented, upheld, and evaluated throughout the program.

CRITERION 5.5

Guidance

Justice and Anti-Oppression

Justice-driven environments are marked by processes that deconstruct discriminatory and oppressive practices (Butin, 2007; Love & Beneke, 2021). To create justice-driven environments, distributive, procedural, and relational justice, and restorative practices, may be used (see for example Hailes et al., 2021 and Song & Swearer, 2016). Anti-oppressive is defined in the *Accreditation Standards for Canadian Entry-to-Practice Physiotherapy Education Programs (2020)* as “actions and strategies to challenge and remove systems of oppression including social and historical inequalities or injustices that allow certain groups to dominate over others”.

Policies and Processes

It is expected that to demonstrate a commitment to educational and healthcare environments that are justice-driven and anti-oppressive, the program provides evidence that it is developing, implementing, and evaluating justice-driven and anti-oppressive policies and processes. In doing so, the program recognizes the roots of overt and covert systemic discrimination within both society and the physiotherapy profession to avoid replication and perpetuation. Thus, the goals of these policies and processes are to dismantle historic and current systemic oppression, as well as put new systems in place that reflect equity, inclusion, diversity, and social justice within educational and healthcare environments.

Accountability

A commitment to justice-driven and anti-oppressive policies and processes requires that the program be accountable to diverse groups and communities. The program is expected to demonstrate authentic engagement and relationships that are meaningful and beneficial to a diversity of people within the educational (e.g., program students, faculty, and staff) and healthcare (e.g., healthcare providers and service users) environments. Accountability can be demonstrated by providing evidence as to the ways in which the program is developing ongoing relationships with equity-denied groups and communities. Relationships engage members from diverse communities, including members knowledgeable about educational and healthcare environments, to inform policies, processes, and practices. The program provides evidence of how the information from these relationships is integrated and evaluated.

Professional Development for Faculty

Professional development supports faculty in becoming knowledgeable about historic and current systems of power and oppression within society and the physiotherapy profession that have resulted in inequities in education and healthcare for members of

diverse populations. As well, the professional development supports faculty in becoming knowledgeable about how people's multiple and intersecting identities and social locations can produce unique experiences that can bring about additional barriers and other inequities (for a discussion of intersectionality, see for example Cho et al., 2013). It is expected that faculty development is an ongoing and iterative process which is informed by the authentic relationships with community members (as discussed above) and that the program has and allocates adequate resources to support faculty engagement with learning opportunities.

Curriculum Content

Justice-driven and anti-oppressive policies, processes, and practices combined with professional development for faculty provide a foundation to develop, evaluate, and revise curriculum content that is justice-driven and anti-oppressive. The program provides evidence that the curriculum content attends to the historical and current oppression and power dynamics experienced by diverse populations, as well as the ongoing inequities within society, healthcare and educational environments, and the profession of physiotherapy. Continuity and consistency of curriculum content across the program supports the development of students' understanding of systems of oppression and power and their historical and continuing impacts.

Clinical Learning Opportunities

Through justice-driven and anti-oppressive policies, processes, and practices combined with faculty professional development and curriculum revisions, the program is better able to prepare students to engage with diverse populations (e.g., service users, colleagues, preceptors) during their clinical learning experiences. That is, students are expected to employ justice-driven and anti-oppressive practices in their work with all clients. The program is expected to provide evidence of how it is supporting students in this work, particularly when students are confronted with challenging situations that undermine justice-driven and anti-oppressive approaches. As well, the program provides evidence that outreach and resources are available to clinical preceptors regarding justice-driven and anti-oppressive practices such that they are prepared to support students in providing culturally appropriate and humble care. This includes monitoring access and usage of the resources.

Minimum Requirement

The program is actively engaging in developing, implementing, and evaluating justice-driven and anti-oppressive practices to transform educational and healthcare environments.

Programs are integrating justice-driven and anti-oppressive practices:

- into policies and processes related to the recruitment, admission, and retention of students, faculty, and instructors,
- into faculty professional development opportunities that are well resourced and with which faculty have the opportunity to be engaged,
- into curriculum content, and
- into clinical learning opportunities for students.

CRITERION 5.5

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