

# **Professional Entry-Level Physiotherapy Education Programs Annual Report 2017**

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## Background

Physiotherapy Education Accreditation Canada (PEAC) is responsible for the accreditation review of the 15 entry-level physiotherapy training programs in Canada. Each year, programs are required to complete a survey providing program-related information to PEAC. This document summarizes key program information for the period January 1 – December 31, 2017 and provides an overview of physiotherapy education in Canada for 2017. There are four academic institutions that offer physiotherapy entry-level training using a Baccalaureate-Master's Continuum (BMC) model. Consequently, program metrics for these four institutions differ substantially from the other 11 physiotherapy education programs (non-BMC), one of which offers a BMC but with admission to the Master's program occurring at U3. Aggregated data for these two subsets of education programs is reported here separately. Data is presented as frequencies and proportions or mean values and standard deviations.

## Non Baccalaureate-Master's Continuum Programs

### *Overview of Programs*

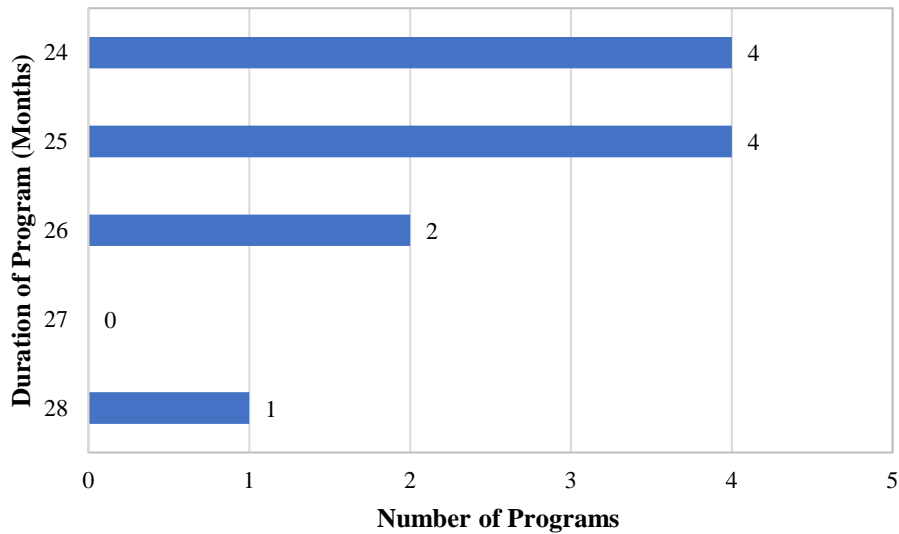
A summary of key program metrics is provided in **Table 1**. On average, the duration of non-BMC physiotherapy education programs was  $25.09 \pm 1.22$  months. The duration of programs ranged from 24 months to 28 months (**Figure 1**). Learners are expected to incur costs for 'Tuition', 'Other fees', and 'Textbooks'; the resulting total costs are between \$12,453.27 and \$30,773.00. The average anticipated expenditure for learners starting entry-level programs in September 2017 is  $\$24,129.71 \pm 5,422.01$ . 'Tuition' costs account for a large proportion of anticipated program costs, with an average cost of  $\$19,393.11 \pm 5,304.81$  (\$7,173.00 - \$26,034.00). There is less variability in costs for 'Other fees', which on average is  $\$3,313.24 \pm 1,678.54$  (\$1,856.76 - \$7,523.36). The average amount learners are expected to spend on 'Textbooks' is  $\$1,423.36 \pm 715.95$  (\$0.00 - \$2,600.00). There is no cost associated with 'Textbooks' for learners enrolled in one physiotherapy program.

**Table 1:** Metrics for 11 non-BMC physiotherapy education programs in Canada.

<b>Program Metrics</b>	<b>Non-BMC physiotherapy programs</b>
Overview	
Duration, months (s.d.)	25.09 (1.22)
Tuition, CDN (s.d.)	19,393.11 (5,304.81)
Other fees, CDN (s.d.)	3,313.24 (1,678.54)
Textbook, CDN (s.d.)	1,423.36 (715.95)
Sex	
Female (%)	996 (64.34)
Male (%)	552 (35.66)
International student (%)	6 (0.39)
Faculty and Staff Personnel	

Core Faculty (%)	199 (15.40)
Academic Coordinator/Director of Clinical Education (%)	18 (1.39)
Associated Faculty (%)	42 (3.25)
Other Instructors (%)	1,033 (79.95)
Clinical Fieldwork	
Clinical Placement Hours (s.d.)	1,107.91 (69.17)
Learner Placements (s.d.)	356.45 (143.74)
Learners sent on Out-of-Catchment Placements	157
Learners accepted for Out-of- Catchment Placements	111
Learners sent on International Placements	34
Learners accepted for placements from International Programs	29
Applicants, Admission, and Enrolment	
Qualified Applicants	5,181
Extended Admissions Offers	1,127
Targeted Admissions	736
Enrolment	714
Funded Seats	707
Prior Education	
Bachelor's (%)	683 (95.7)
Master's (%)	26 (3.6)
PhD (%)	3 (0.4)
Other (%)	2 (0.2)
Graduation and Attrition	
Graduates (%)	691 (94.66)
Non-Graduates (%)	39 (5.34)

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**Figure 1:** Duration (months) of 11 non-Baccalaureate-Master’s Continuum physiotherapy programs, for learners with a September 2017 start date.

### *Program Delivery*

One program supplemented traditional face-to-face delivery of course content with distance and distributed education. Here, distance education was defined as “a teaching-learning situation in which the majority of instruction is offered in other than a face-to-face environment” and distributed education was defined as “a teaching-learning situation in which different cohorts of students in different geographical locations/campuses receive the same curriculum face-to-face with different instructors but standardized delivery and evaluation”. The program offered two courses over the summer semester using a distance education format. This entry-level program had also integrated a distributed education model, which had learners based at two additional satellite sites. All courses in this program, with the exception of off-campus clinical courses, were taught using a two-way web cast system. The distributed sites have a total of 90 students enrolled and the associated faculty full-time equivalent (FTE) was 4.6.

### *Program Requirements – Clinical Fieldwork*

According to PEAC’s accreditation criterion 4.3.2, graduates of entry-level physiotherapy programs must attain a minimum of 1,025 hours of clinical education experience. Clinical experience is acquired through several placements and the total number of hours obtained excludes observational placements. Placement hours are documented as either 7.0, 7.5, or 8.0 hours per day of full-time placement, depending on the facility type and convention. Learners participated in several clinical placements that varied in duration (days) and time commitment (full-time versus part-time). The average number of clinical placement hours learners are anticipated to complete from September 2017 until graduation as entry-level practitioners is  $1,107.91 \pm 69.17$ . The total number of clinical placements undertaken in 2017 was 3,921, which

included out-of-catchment placements. These placements are those completed outside the geographic region of the program either within the same province or elsewhere in Canada. In 2017, learners completed a total of 157 out-of-catchment placements; this represented 4.00% of the total number of clinical placements undertaken. Fewer placements (n = 111) within the catchment area of a program were completed by Canadian students from other programs.

Learners sometimes have the option to complete a clinical placement in an international setting. In 2017, there was a slight decline in the number of learners (n = 34) opting to supplement their training with clinical experience in an international setting, compared with 2016. A total of 29 learners from international physiotherapy programs completed placements within the catchment area of six of the 11 non-BMC programs.

Clinical sites or preceptors are sometimes compensated for their contributions to the clinical training associated with physiotherapy education. There are a number of mechanisms used for compensation. Five programs received financial support from the provincial government to provide quality clinical education opportunities. Compensation is either transferred to rehabilitation professional development funds affiliated with clinical sites or paid directly to preceptors. Compensation is provided either per placement e.g. \$750 per learner supervised, \$50 per week per learner, or \$10 per day per learner. In no instance is compensation provided to both clinical sites and preceptors.

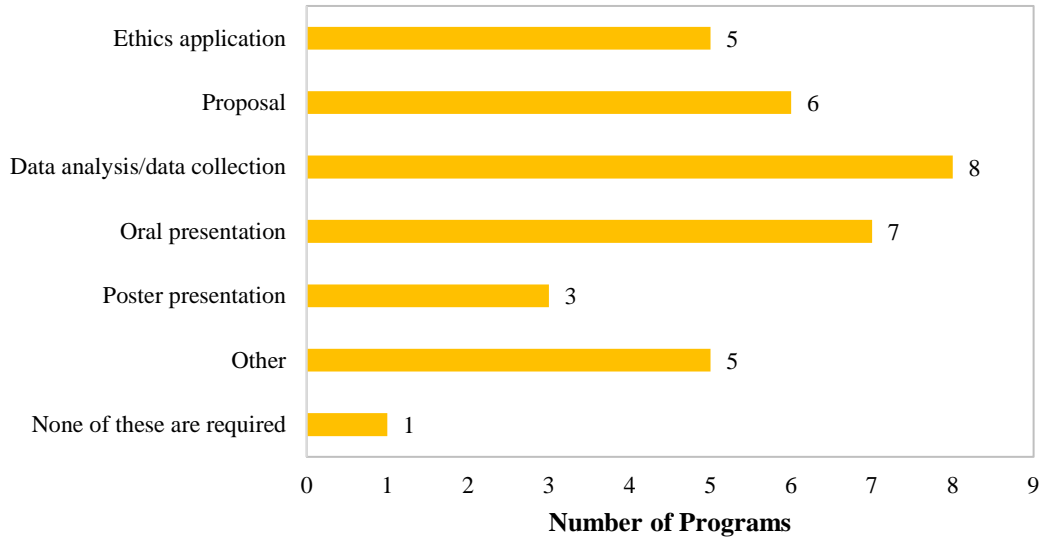
#### *Program Requirements – End-of-program Deliverables*

In addition to clinical fieldwork, learners in all 11 non-BMC programs are required to complete components associated with a research project (n = 10 programs) or a comprehensive/capstone project (n = 4 programs). As shown in **Figure 2**, the majority of programs require learners to complete the following research project components: ‘Data analysis/data collection’ (n = 8) and an ‘Oral presentation’ (n = 7). Fewer programs require learners to complete a ‘Poster presentation’ (n = 3) or a research ‘Ethics application’ (n = 5), as end-of-program deliverables. All components were final deliverables for learners enrolled in one program. Furthermore, this program also requires learners to submit a research paper and complete non-credit interprofessional courses. Five programs require ‘Other’ deliverables for research projects; these include a manuscript, the demonstration of screening tools and outcome measures, and an oral presentation and written report for a quality improvement project.

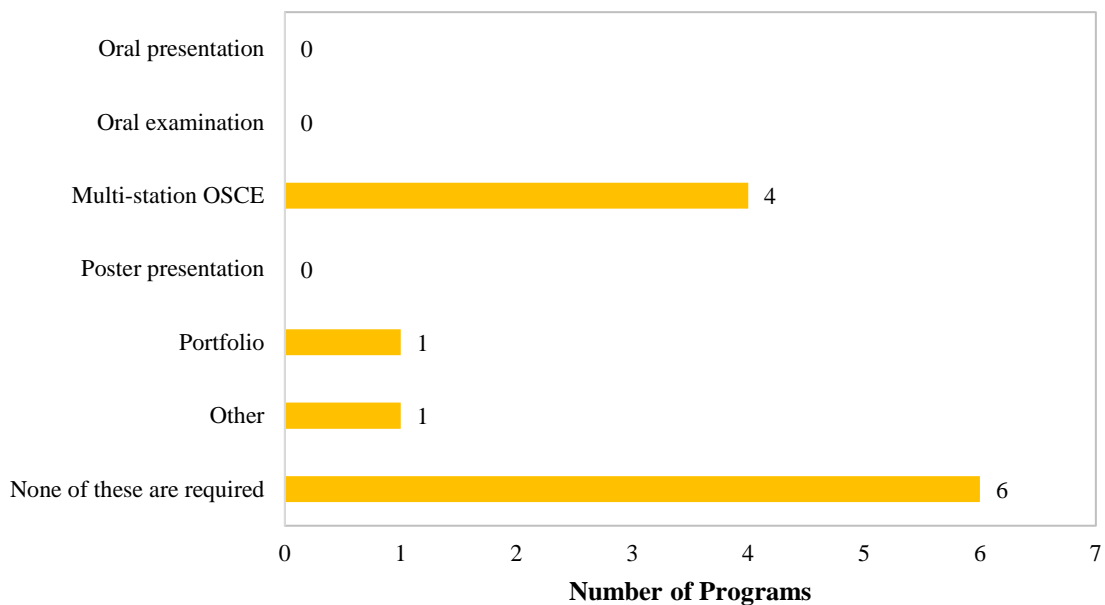
Components of a comprehensive/capstone project are required to a lesser extent as end-of-program deliverables (**Figure 3**). Only four programs require learners to complete components of a comprehensive/capstone project, with deliverables being skill examination through ‘Multi-station OSCE’ (n = 4) and a ‘Portfolio’ (n = 1). A ‘Poster presentation’, ‘Oral examination’ and ‘Oral presentation’ were not requirements for any of the non-BMC programs. One program



assessed learners based upon group written assignment and presentation related to evidence-based practice. For eight of the 11 non-BMC programs, academic credit is associated with some or all components of research and comprehensive/capstone projects.



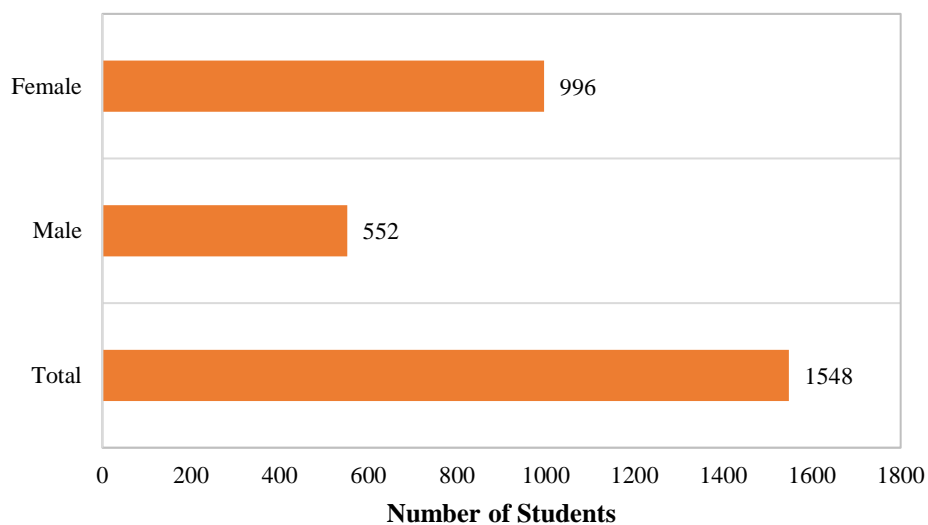
**Figure 2:** End-of-program research project deliverables for learners enrolled in non-Baccalaureate-Master’s Continuum professional entry-level programs. Learners commonly undertook the following components of a research project: ‘Data collection/data analysis’ and giving an ‘Oral presentation’.



**Figure 3:** Comprehensive/capstone project requirements for learners enrolled in non-Baccalaureate-Master’s Continuum professional entry-level programs. Four programs (36.36%) examined learners’ skills through a ‘Multi-station OSCE’ and one programs (9.09%) required learners to complete a ‘Portfolio’.

### *Learner Demographics*

In 2017, a total of 1,548 learners were enrolled in non-BMC programs and on average, this was  $140 \pm 71$  learners per program (**Figure 4**). As with previous years, the population of learners was overwhelmingly female ( $n = 996$ ), representing 64.34% of the physiotherapy learner population. Six international students were enrolled in two physiotherapy programs. This was twice as many as the number reported for 2016, yet this still represented a small percentage (0.39%) of the learner population. Formal accommodations were provided to learners ( $n = 62$ ) in all 11 non-BMC programs.



**Figure 4:** Total number of learners enrolled in non-Baccalaureate-Master’s Continuum professional entry-level programs, for 2017.

### *Faculty and Staff Personnel*

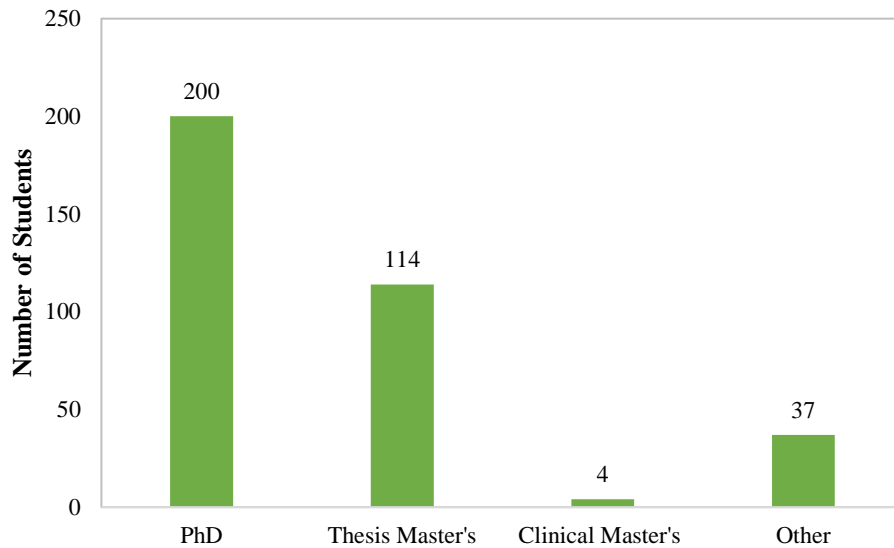
Core faculty (physiotherapists and non-physiotherapists), academic coordinator/director of clinical education (ACCE/DCE), associated faculty, and other instructors were responsible for the delivery of course material in non-BMC entry-level programs. A total of 199 full-time and part-time core faculty were involved in physiotherapy education and this corresponded to 165.46 FTE. The majority of core faculty were physiotherapists (94.97%) and were affiliated with physiotherapy programs on a full-time basis (68.84%). An additional 52 physiotherapists were involved in teaching on a part-time basis and 10 non-physiotherapists contributed to teaching in physiotherapy programs (**Table 2**).

Core faculty members’ responsibilities extended beyond teaching to also include the supervision of post-graduate learners. **Figure 5** summarizes the number and type of post-graduate learners

supervised. Of the 355 learners supervised by core faculty, 200 learners (56.34%) were pursuing doctoral degrees and 114 learners (32.11%) were completing work for a ‘Thesis Master’s’ degree. Only four ‘Clinical Master’s’ students (1.13%) received academic support from core faculty and 37 learners (10.42%) in ‘Other’ programs of study were supervised by core faculty.

**Table 2:** Number of core faculty positions (full-time and part-time) allocated/budgeted for physiotherapists and non-physiotherapists and the total associated full-time equivalent.

	Number of Personnel (%)	Total FTE
<i>Core Faculty Positions</i>		
Physiotherapist (Full-time)	137 (68.84)	-
Physiotherapist (Part-time)	52 (26.13)	-
Non-physiotherapist (Full-time)	9 (4.52)	-
Non-physiotherapist (Part-time)	1 (0.50)	-
<i>Total</i>	<i>199</i>	<i>165.5</i>



**Figure 5:** Supervision of post-graduate learners in non- Baccalaureate-Master’s Continuum programs by core faculty members. Core faculty primarily provided support to doctorate learners (n = 200).

Non-BMC programs received additional teaching and administrative support from academic coordinator/director of clinical education (ACCE/DCE), associated faculty, other instructors, support staff and technical staff. Eighteen individuals were appointed to the role of ACCE/DCE and the associated FTE was 16.10 (**Table 3**). Depending on the program, the amount of time allocated to administrative and teaching duties varied for ACCE/DCEs. Six of the 11 non-BMC programs had 42 associated faculty members (FTE = 4.88) involved in the delivery of one half or

more contact hour of a course and a total of 1,033 ‘Other instructors’ also contributed to course instruction.

Programs received assistance from support staff (FTE = 56.38) and technical staff (FTE = 19.10) and these personnel were shared with other departments situated in eight of the 11 non-BMC entry-level programs. Teaching and laboratory assistants supported course instructors in six of the 11 programs. The ratio of teaching or laboratory assistants to learners was determined by individual programs, based on course needs and ranged from 1:10 to 1:25.

**Table 3:** Number of program personnel (academic coordinators, associated faculty, and other instructors) and the accompanying full-time equivalents for such personnel and support staff and technical staff affiliated with 11 non-Baccalaureate-Master’s Continuum professional entry-level programs.

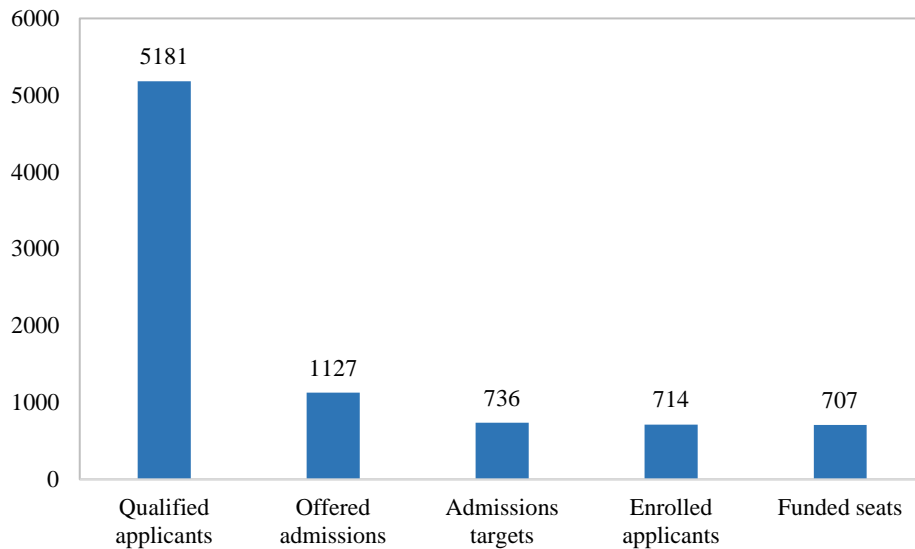
Other teaching and staff personnel	Number of Personnel	Total FTE
ACCE/DCE	18	16.10
Associated Faculty	42	4.88
Other Instructors	1,033	-
Support Staff	-	56.38
Technical Staff	-	19.10

#### *Applicants, Admission, and Enrolment*

For the 2017 academic year, a total of 5,181 applications from qualified applicants were received by non-BMC programs (**Figure 6**). On average, programs received  $471 \pm 361.49$  applications and three programs received more than 750 applications. A total of 1,127 offers of admission were extended to qualified applicants and the final enrolment for 2017 was 714 learners. Given the current data collection tool, it is not possible to decipher whether an applicant applied to more than one entry-level program; as such the estimated enrolment rate is 13.78%. The final number of learners enrolled was slightly less than the targeted enrolment of 736. The majority of program seats (99.02%) were partially funded by provincial governments and all newly enrolled students in nine programs received partial funding from provincial governments.

Programs considered a number of criteria when assessing an applicant’s suitability for entry-level physiotherapy training (**Table 4**). All programs evaluated applicants based on ‘English/French Language Proficiency’. In particular, standardized tests such as TOEFL and IELTS were used to assess English language skills of applicants whose first language was not English. Other criteria frequently considered during the application process were an ‘Interview’ and ‘Sub-GPA’. When evaluating applicants based on an interview, six of the nine programs relied upon a multiple mini interview (MMI) format. For ‘Sub-GPA’, there was a substantial amount of variation in the approach used by programs to determine the ‘Sub-GPA’. For example, some programs based their assessment on the last 20 half-credits, whereas others focused on

academic performance on pre-requisite courses. ‘Volunteer Hours’ and ‘References’ were considered by fewer programs and four programs identified other criteria for applicant selection; these included a letter of intent, review of curriculum vitae, and scholarships and awards. Seven programs designated seats to specific subsets of applicants, for example out-of-province, international, Indigenous, and Francophone applicants from outside of Quebec and Ontario. A total of 19 seats were designated for Indigenous applicants.



**Figure 6:** Admissions funnel for 11 non-Baccalaureate-Master’s Continuum professional entry-level programs. A total of 5,181 applications were received from qualified individuals and the final number of enrolled students was 714, representing an enrolment rate of 13.8%.

**Table 4:** Admissions criteria/considerations for 11 non-Baccalaureate-Master’s Continuum professional entry-level programs.

Admissions Criteria/Considerations	Number of Programs
GPA	8
Minimum GPA	8
Sub GPA	9
Volunteer Hours	5
References	5
Interview	9
English/French Language Proficiency	11
Residency	8
Other	4

Learners in non-BMC entry-level physiotherapy programs are required to have completed some post-secondary education prior to commencing physiotherapy training. A Bachelor’s degree (n = 683) was the highest level of education attained for over 90% of applicants. There were an

additional 26 learners who had completed a Master's degree prior to starting physiotherapy training. Three learners had obtained doctoral degrees and two learners had completed 'Other' training; however, the exact training was not specified.

#### *Graduation and Attrition*

A total of 691 learners graduated from non-BMC programs in 2017. However, the initial number of learners that began physiotherapy training with this cohort of graduates was 730. Thirty-nine learners left entry-level training prior to their anticipated graduation date and these were not learners on academic leave or those who joined another cohort. Consequently, the overall attrition rate for learners graduating in 2017 was 5.34%, which was slightly higher than the attrition rate reported for 2016 (4.70%). Two programs had no attrition and eight other programs had attrition rates of 6.00% or lower. The remaining program had an attrition rate of 26.74%. Learner attrition was identified by four programs as a result of 'Transfer to medicine' and 'Withdrawal for health concerns/reasons'.

## Baccalaureate-Master's Continuum Programs

### Overview of Programs

An overview of key program metrics for the four BMC professional entry-level programs is provided in **Table 5**. BMC programs are longer than non-BMC programs and on average, these programs are  $49 \pm 3.83$  months in duration, ranging from 44 months to 52 months. The average cost of physiotherapy training for learners commencing in September 2017 is anticipated to amount to  $\$17,285.90 \pm 825.56$ . The majority of these costs are associated with 'Tuition', which represents two-thirds of total expenditure. The average tuition cost learners are expected to incur is  $\$11,508.20 \pm 542.26$  ( $\$10,761.00 - \$12,000.00$ ). 'Other fees', such as ancillary fees and health plans, account for 21% of total expenditure. On average, 'Other fees' are expected to amount to  $\$3,652.70 \pm 332.11$  ( $\$3,376.80 - \$4,077.00$ ). Furthermore, learners are expected to spend on average an additional  $\$2,125.00 \pm 478.70$  ( $\$1,500.00 - \$2,500.00$ ) on 'Textbooks'. The overall cost per month for physiotherapy training is expected to be  $\$352.77$ .

**Table 5:** Metrics for four BMC physiotherapy education programs in Canada.

<b>Program Metrics</b>	<b>BMC physiotherapy programs</b>
<b>Overview</b>	
Duration, months (s.d.)	49 (3.8)
Tuition, CDN (s.d.)	11,508.20 (542.3)
Other fees, CDN (s.d.)	3,652.70 (332.1)
Textbook, CDN (s.d.)	2,125.00 (478.7)
<b>Sex</b>	
Female (%)	768 (69.8)
Male (%)	333 (30.2)
International student (%)	6 (0.5)
<b>Clinical Fieldwork</b>	
Clinical Placement Hours (s.d.)	1,075.25 (77.18)
Learner Placements (s.d.)	338.50 (224.71)
Learners sent on Out-of-Catchment Placements	55
Learners accepted for Out-of-Catchment Placements	10
Learners sent on International Placements	35
Learners accepted for placements from International Programs	12
<b>Faculty and Staff Personnel</b>	
Core Faculty (%)	72 (16.48)
Academic Coordinator/Director of Clinical Education (%)	7 (1.60)
Associated Faculty (%)	18 (4.12)
Other Instructors (%)	340 (77.80)

Applicants, Admission, and Enrolment	
Qualified Applicants	3,245
Extended Admissions Offers	972
Targeted Admissions	307
Enrolment	305
Funded Seats	287
Prior Education	
CEGEP	160 (52.46)
CEGEP with some university	125 (40.98)
Bachelor's (%)	1 (0.33)
Master's (%)	0 (0.00)
PhD (%)	0 (0.00)
Other (%)	19 (6.23)
Graduation and Attrition	
Graduates (%)	213 (74.22)
Non-Graduates (%)	74 (25.78)

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### *Program Delivery*

Three of the four BMC-programs supplement traditional face-to-face course instruction with distance education. These programs offer courses using a blended learning format, where content is delivered using a combination of face-to-face instruction and online modules. No program uses a distributed education model, as defined by PEAC.

### *Program Requirements – Clinical Fieldwork*

As with non-BMC programs, clinical fieldwork experience is a pre-requisite for graduation for learners enrolled in BMC programs. The average number of clinical placement hours learners are expected to complete from a September 2017 start date until graduation is  $1,075.25 \pm 77.18$  hours (1,025 – 1,190 hours). For 2017, the total number of clinical placements completed was  $1,354 \pm 224.71$ , which included out-of-catchment placements. A total of 55 out-of-catchment placements were completed by learners in 2017, representing a small proportion (4.06%) of total placements undertaken. Three of the four programs had Canadian students from other programs complete 10 clinical placements within their catchment areas. This was slightly fewer than the number of such placements in the 2016 academic year. Learners in all but one program opted to supplement their training with clinical experience in an international setting. Thirty-five learners completed clinical placements outside of Canada. Similarly, 12 learners from international physiotherapy programs completed clinical placements within the catchment area of two BMC programs.

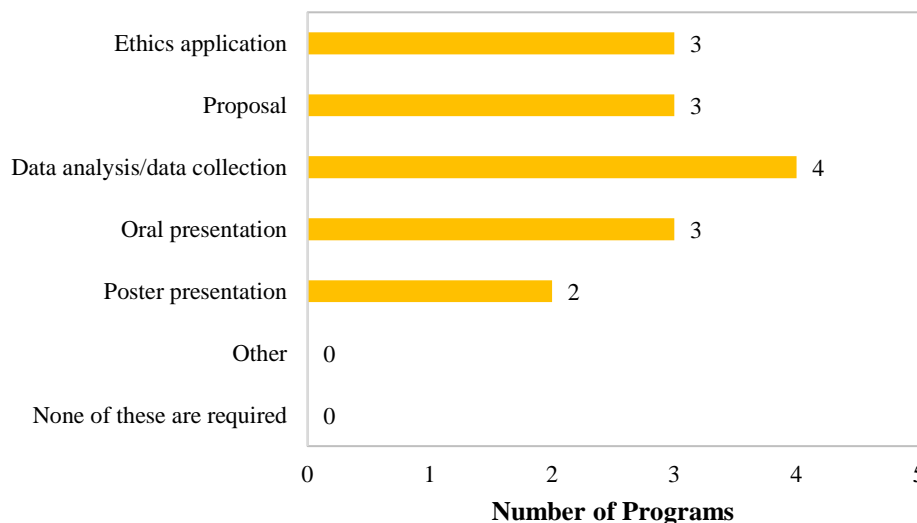
Clinical facilities were compensated by physiotherapy programs for providing clinical learning experiences to learners. One program received financial support from the provincial government to compensate clinical facilities involved in providing clinical fieldwork opportunities for



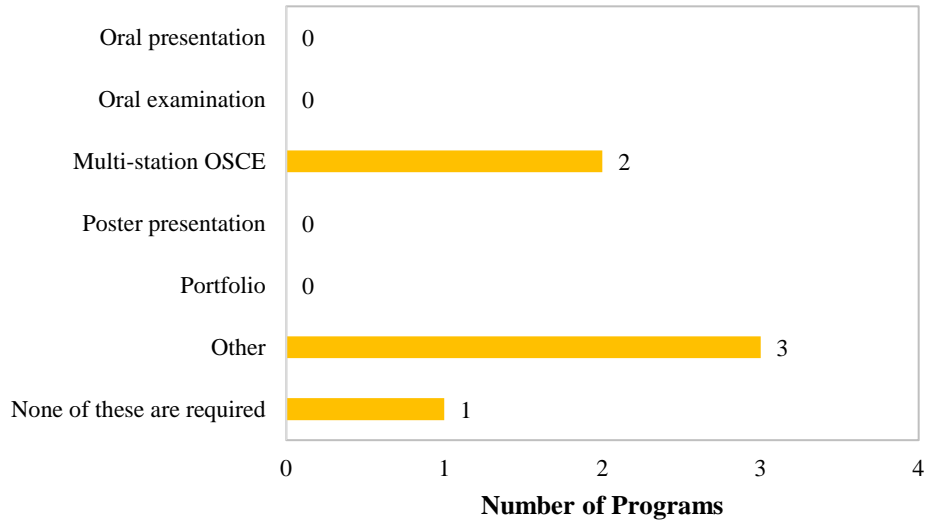
learners. None of the BMC programs compensated clinical preceptors directly rather, all compensation was to clinical facilities that supervised entry-level learners. Programs provided clinical facilities with an honorarium based on a set rate per day per learner, for example, \$25 per day per student. One program provided different compensation dependent upon the clinical facility, \$20 per day per learner or \$40 per day per learner.

*Program Requirements – End-of-program Deliverables*

Components of a research project and a comprehensive/capstone project were end-of-program deliverables for learners enrolled in all four BMC programs. As with non-BMC programs, most programs required learners to collect and/or analyze data (**Figure 7**). Other research project related deliverables were an ‘Ethics application’, ‘Proposal’, and ‘Oral presentation’, which were all required by three programs. As shown in **Figure 8**, the only deliverable associated with a comprehensive/capstone project that learners were required to complete was a ‘Multi-station OSCE’. This was required by two of the four BMC programs. The ‘Other’ comprehensive/capstone deliverables were a comprehensive examination and a final theoretical examination. One program did not assess learners using a comprehensive/capstone project, rather a cumulative assessment of learners’ knowledge occurred. Academic credit was associated with end-of-program deliverables for all four programs.



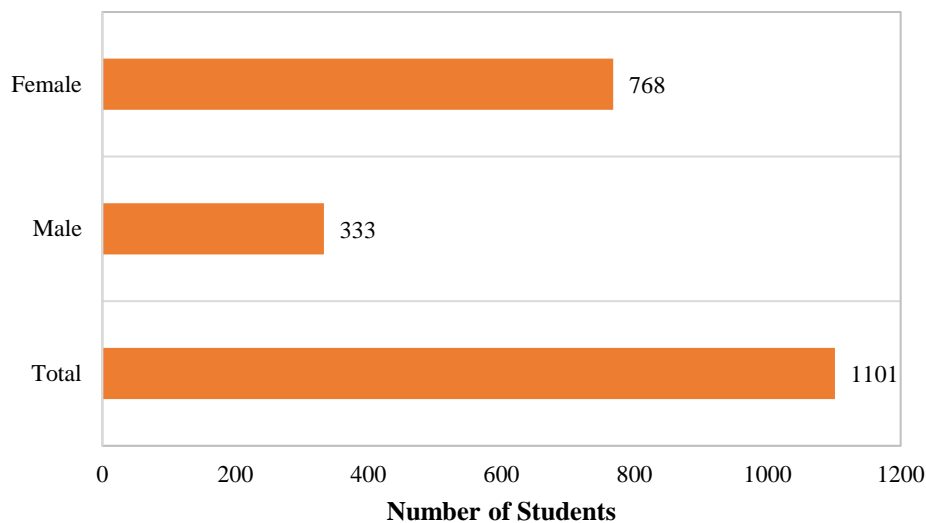
**Figure 7:** End-of-program research project deliverables for learners enrolled in Baccalaureate-Master’s Continuum professional entry-level programs. Learners commonly undertook the following components of a research project: data collection/data analysis, giving an oral presentation, ethics application and completing a research proposal.



**Figure 8:** Comprehensive/capstone project requirements for learners enrolled in Baccalaureate-Master’s Continuum professional entry-level programs.

*Learner Demographics*

A total of 1,101 learners (131 – 438 learners) were enrolled in all years of the four BMC programs and on average, this was  $275 \pm 142.11$  learners per program (**Figure 9**). Sixty-nine percent of the BMC physiotherapy learner population was female ( $n = 768$ ) and the ratio of females to males was 2.31. Six international learners were enrolled in two BMC programs, which was twice as many as the figure reported for 2016 and represented 0.54% of the larger learner population. Formal accommodations were provided to 26 learners in all four BMC programs.



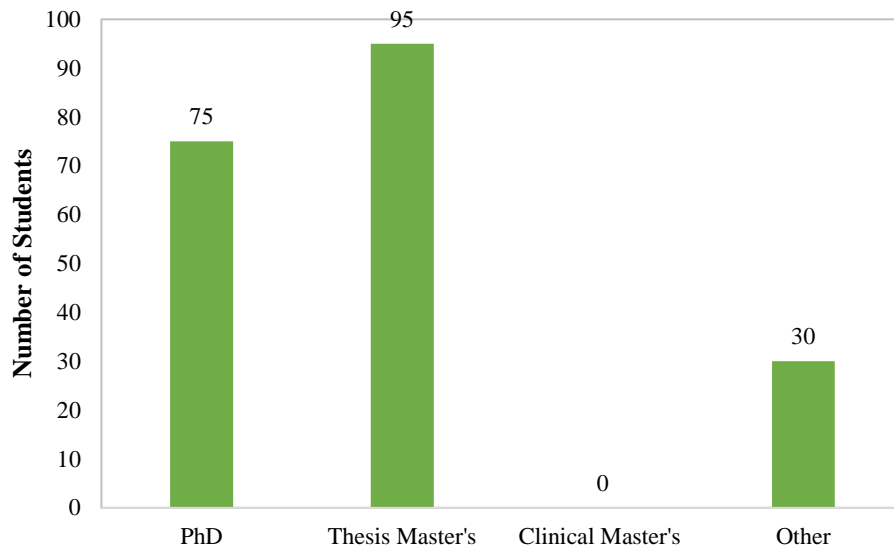
**Figure 9:** Total number of learners enrolled in Baccalaureate-Master’s Continuum professional entry-level programs, for 2017.

### *Faculty and Staff Personnel*

Core faculty (physiotherapists and non-physiotherapists), academic coordinator/director of clinical education (ACCE/DCE), associated faculty, and other instructors were responsible for the delivery of educational material in non-BMC entry-level programs. A total of 48 full-time and part-time core faculty were associated with entry-level physiotherapy programs; this corresponded to 57.15 FTE (**Table 6**). The majority of core faculty were physiotherapists (87.50%) or were involved with programs on a full-time basis (77.78%). There were 15 part-time core faculty positions that were allocated to be filled by a physiotherapist, while 10 full-time and part-time positions were filled by non-physiotherapists. Core faculty members were not only involved in teaching in entry-level programs but also provided supervision to post-graduate learners. As shown in **Figure 10**, core faculty members supervised 95 learners (47.50%) who were completing work for a ‘Thesis Master’s’. An additional 75 learners (37.50%) pursuing doctoral degrees were supervised by core faculty, whereas no ‘Clinical Master’s’ learners were supervised. Thirty learners (15.00%) in ‘Other’ programs of study were also supervised by core faculty.

**Table 6:** Number of core faculty positions (full-time and part-time) allocated/budgeted for physiotherapists and non-physiotherapists and the total associated full-time equivalent.

	<b>Number of Personnel (%)</b>	<b>Total FTE</b>
<i>Core Faculty Positions</i>		
Physiotherapist (Full-time)	48 (66.67)	-
Physiotherapist (Part-time)	15 (20.83)	-
Non-physiotherapist (Full-time)	8 (11.11)	-
Non-physiotherapist (Part-time)	1 (1.39)	-
<i>Total</i>	<i>72</i>	<i>57.15</i>



**Figure 10:** Supervision of post-graduate learners in Baccalaureate-Master's Continuum programs by core faculty members. Core faculty were responsible for primarily supervising Thesis Master's learners (n = 95).

BMC programs received additional teaching and administrative support from academic coordinator/director of clinical education (ACCE/DCE), associated faculty, other instructors, support staff and technical staff (**Table 7**). Seven individuals were appointed to the role of ACCE/DCE and the associated FTE was 3.96. In three programs, 100% of ACCE/DCE hours were allocated to administration and for the remaining program, equal amount of time was spent on administrative tasks and teaching. A total of 18 associated faculty members (FTE = 3.12) were involved in the delivery of one half or more contact hour of a course and 340 'Other Instructors' contributed to course instruction.

**Table 7:** Number of program personnel (academic coordinators, associated faculty, and other instructors) and the accompanying full-time equivalents for such personnel and support staff and technical staff affiliated with four Baccalaureate-Master's Continuum professional entry-level programs.

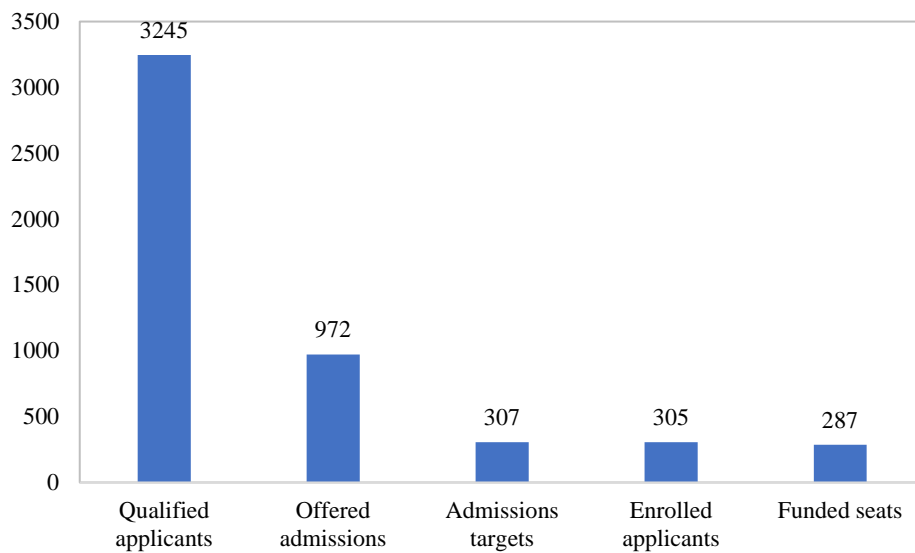
Other teaching and staff personnel	Number of Personnel	Total FTE
ACCE/DCE	7	3.96
Associated Faculty	18	3.12
Other Instructors	340	-
Support Staff	-	30.15
Technical Staff	-	4.00

Programs received assistance from support staff (FTE = 30.15) and technical staff (FTE = 4.00) and these personnel were shared with other departments situated in three of the four BMC programs. All four programs had teaching and laboratory assistants who supported instructors with the delivery of course content. These programs had established policies governing the ratio

of teaching and laboratory assistants to learners. The ratio of assistants to learners ranged from 1:8 to 1:14, with one program having a different ratio based on whether learners were at the Baccalaureate or Master’s level.

*Applicants, Admission, and Enrolment*

The total number of applications received from qualified applicants in 2017 was 3,245 (**Figure 11**). On average, programs received  $811 \pm 454.39$  applications (134 – 1,097 applications), with two programs receiving more than 1,000 applications. A total of 972 offers of admission were extended to qualified applicants and the final enrolment for 2017 was 305. Given the current data collection tool, it is difficult to ascertain whether an applicant applied to more than one entry-level program; as such the estimated enrolment rate is 9.40%. The final number of learners enrolled was slightly lower than the targeted enrolment of 307. In three of the four programs all newly enrolled learners received partial funding from the provincial government, the funding rate was 94.10%.



**Figure 11:** Admissions funnel for four Baccalaureate-Master’s Continuum professional entry-level programs. A total of 3,245 applications were received from qualified individuals and the final number of enrolled students was 305, representing an enrolment rate of 9.4%.

Programs considered a number of criteria when determining the suitability of applicants for entry-level physiotherapy training. The number of programs evaluating applicants based on each criterion is provided in **Table 6**. All four programs based their assessment of applicants on ‘GPA’ and ‘English/French Language Proficiency’. French language proficiency was assessed using the French language and literature test from the Ministry of Education of Quebec or the International French Test, with a minimum score of 850/990, for applicants whose first language was not French. ‘Residency’ was an admissions consideration for three programs, where acceptance to a program was limited to residents of Quebec, permanent residents, and Canadian

citizens. Only one program evaluated applicants based on ‘References’ and ‘Other’ considerations were a letter of intent, curriculum vitae, and autobiographical essay. Three programs designated seats to certain subsets of applicants. A total of 47 seats were reserved for applicants who: had completed a TRP diploma in CEGEP (25 seats), out-of-province applicants (11 seats), Indigenous students (2 seats), readmissions (4 seats), and the designation for 5 seats were not specified.

**Table 8:** Admissions criteria/considerations for four Baccalaureate-Master’s Continuum professional entry-level programs.

Admissions Criteria/Considerations	Number of Programs
GPA	4
Minimum GPA	1
Sub GPA	0
Volunteer Hours	0
References	1
Interview	0
English/French Language Proficiency	4
Residency	3
Other	2

Learners commencing physiotherapy training through a BMC program enroll directly into the first-year of the baccalaureate. This is reflected in the highest level of education attained prior to starting physiotherapy training. The highest level of education attained by most applicants (n = 160, 52.46%) was a CEGEP diploma. An additional 125 applicants (40.98%) had completed CEGEP and some university-level courses. One learner (0.33%) had obtained a Bachelor’s degree and no learners had a Master’s degree or doctorate degree. There were 19 additional learners (6.23%) whom held ‘Other’ qualifications; however, the nature of this prior training was not indicated.

#### *Graduation and Attrition*

A total of 231 learners graduated from BMC programs in 2017. However, there were 74 learners who began entry-level training with this cohort but left prior to their anticipated graduation date. The resulting attrition rate for BMC programs was 25.78%, which was higher than the attrition rate reported for 2016 (21.3%). All four programs indicated that learner attrition was a result of ‘Transfer to medicine’ and ‘Transfer to other health professional program’. Attrition was also due to ‘Performance issues’ and ‘Voluntary withdrawal’ for two programs. One program experience learner attrition as a result of ‘Withdrawal for health concerns/reasons’ and the reason for attrition was unknown for two programs.

**Contact Information**

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