

## **Professional Entry-to-Practice Physiotherapy Education Programs**

### **Annual Report 2019**

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## **I. Background**

Physiotherapy Education Accreditation Canada (PEAC) is responsible for the accreditation of the 15 entry-to-practice physiotherapy training programs in Canada. Programs are required to complete an annual survey providing program-related information to PEAC. There are two education models for entry-to-practice physiotherapy training in Canada: (1) a non-Baccalaureate-Master's Continuum (BMC) model and (2) a Baccalaureate-Master's Continuum model. Four academic institutions, all in Quebec, offer physiotherapy training using a BMC model. As such, program metrics for these four institutions differ substantially from the other 11 physiotherapy education programs, one of which offers a BMC; however, with admission to the master's program occurring at U3.

This document summarizes key program information for January 1 – December 31, 2019 and provides an overview of entry-to-practice physiotherapy education in Canada for 2019.

Aggregate data for these two education models is presented separately. Descriptive statistics are reported as frequencies and proportions or mean values and standard deviations.

## **II. Non Baccalaureate-Master's Continuum Programs**

### **a. Overview of Programs**

Annual surveys documented characteristics of the 11 non-BMC programs, including items on program structure, deliverables, enrolment, faculty and graduation (**Table 1**). One thousand, six hundred and ninety-two learners were enrolled in all years of 11 non-BMC programs as of December 31, 2019. On average programs had  $153.8 \pm 71.9$  learners enrolled in all years. A total of 753 learners started entry-to-practice physiotherapy training in September 2019 and the average duration of coursework and clinical training was  $24.9 \pm 1.3$  months. This mean program duration is inclusive of breaks where learners are not enrolled in coursework or undertaking in clinical placements.

### **b. Program Structure and Learner-Incurred Expenses**

Nine of the 11 entry-to-practice programs offered course material using a traditional didactic approach and all course-based curriculum was delivered to learners by the same instructors, at the same campus. However, two programs supplemented face-to-face instruction with distance education, which incorporates asynchronous components. At the time of survey completion, an additional program is scheduled to offer an online course in Winter 2020. Distance education is defined as “*a teaching-learning situation in which the majority of instruction is offered in other than a face-to-face environment*”. One program with an established distance education model offers three courses over the summer semester using this approach.

One program delivers their program using a distributed education model, which is 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”. This program had learners situated at two additional satellite sites and all courses, except for off-campus clinical courses, were taught using a two-way web cast system. A total of 60 learners were enrolled at the two satellite sites, representing 18.6% of the total learner population at this academic institution. The associated faculty full-time equivalent (FTE) units for these satellite sites was 4.3.

In reviewing associated program costs i.e. ‘Tuition’ and ‘Other fees’, it is anticipated that from the program start date to graduation, Canadian learners in non-BMC programs will incur a mean total cost of \$23,123.32 ± 4,870.22. This is equivalent to an average monthly cost of \$928.65 for entry-to-practice physiotherapy education; this excludes other incidental costs and living expenses. ‘Tuition’ costs account for a large proportion of anticipated program costs, with a mean value of \$19,564.01 ± 5,025.68 and the mean anticipated cost of ‘Other fees’ is \$3,559.31 ± 1,443.99. Non-BMC programs provided formal accommodations to 90 learners (5.3%).

**Table 1:** Characteristics of non Baccalaureate-Master’s Continuum entry-to-practice physiotherapy programs in Canada, as of December 31, 2019. Data is presented as either frequencies and proportions or mean values and standard deviation.

<b>Program Characteristics</b>	
<i>Program Structure</i>	
Duration, months; mean ± s.d.	24.9 ± 1.3
Distance education; n (%)	
Yes	2 (18.2)
No	9 (81.8)
Distributed education; n (%)	
Yes	1 (9.1)
No	10 (90.9)
Tuition, CDN; mean ± s.d.	\$19,564.01 ± 5,025.68
Other fees, CDN; mean ± s.d.	\$3,559.31 ± 1,443.99
Total costs, CDN; mean ± s.d.	\$23,123.32 ± 4,870.22
Total Learners	1,692
International Learners; n (%)	8 (0.5)
Accommodations; n (%)	90 (5.3)
<i>Clinical Fieldwork</i>	
Clinical Placement Hours; mean ± s.d.	1,090.4 ± 39.4
Learner Placements; mean ± s.d.	364.1 ± 131.35
Out-of-Catchment Placements, learners sent on; mean ± s.d.	15.2 ± 9.7
Out-of-Catchment Placements, learners accepted for; mean ± s.d.	12.7 ± 9.2
International Placements, learners sent on; mean ± s.d.	3.4 ± 3.9
Learners accepted for placements from International Programs; mean ± s.d.	1.9 ± 2.5

<i>Applicants, Admission, and Enrolment</i>	
Qualified Applicants; mean $\pm$ s.d.	421.8 $\pm$ 305.9
Extended Admissions Offers; mean $\pm$ s.d.	109.2 $\pm$ 47.6
Targeted Admissions; mean $\pm$ s.d.	67.7 $\pm$ 26.2
Enrolment; mean $\pm$ s.d.	68.5 $\pm$ 26.6
Funded Seats; mean $\pm$ s.d.	66.6 $\pm$ 26.0
<i>Prior Education</i>	
Bachelor's; n (%)	720 (95.6)
Master's; n (%)	32 (4.2)
PhD; n (%)	1 (0.1)
Other; n (%)	0 (0.0)
<i>Admissions Considerations</i>	
English/French proficiency; n (%)	11 (100.0)
Minimum GPA; n (%)	9 (81.8)
Sub-GPA; n (%)	8 (72.7)
Interview; n (%)	8 (72.7)
Residency requirements; n (%)	7 (63.6)
GPA; n (%)	7 (63.6)
Volunteer hours; n (%)	5 (45.5)
References; n (%)	5 (45.5)
Other; n (%)	9 (81.8)
<i>Faculty and Staff</i>	
Core Faculty; n (%)	221 (16.6)
Academic Coordinator/Director of Clinical Education; n (%)	19 (1.4)
Associated Faculty; n (%)	37 (2.8)
Other Instructors; n (%)	1,051 (79.1)
<i>Graduation and Attrition</i>	
Graduates; n (%)	727 (95.8)
Non-Graduates; n (%)	32 (4.2)
<i>Attrition</i>	
Transfer to medicine; n (%)	5 (45.5)
Required to withdraw - performance issues; n (%)	5 (45.5)
Withdrawal for health concerns/reasons; n (%)	5 (45.5)
Reason not known; n (%)	2 (18.2)
Voluntary withdrawal for reasons other than above; n (%)	2 (18.2)
Transfer to other health professional program; n (%)	2 (18.2)
No attrition; n (%)	2 (18.2)
Other; n (%)	2 (18.2)

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### **c. Program Requirements – Clinical Fieldwork**

Prior to graduation, learners in entry-to-practice physiotherapy programs must attain clinical experience through the completion of placements. Placement hours are either 7.0, 7.5 or 8.0 hours per day of full-time placement, depending on the requirements of the facility. Clinical placements can also vary in duration (number of days) and time commitment (full-time versus part-time). The mean number of clinical placement hours learners are expected to complete from September 2019 until graduation as entry-to-practice practitioners is  $1,090.4 \pm 39.4$ . Learners enrolled across all years completed a total of 4005.5 placements in 2019, including out-of-catchment area placements. One hundred and sixty-seven placements (4.2%) were undertaken outside the catchment area of a program, either within the same province as the learner's program or elsewhere in Canada. Fewer placements ( $n = 140/4005.5$ , 3.5%) were completed in program catchment areas by learners enrolled in other Canadian physiotherapy programs. For the 2019 academic year, 37 learners from eight programs completed some clinical experience in an international setting. Slightly fewer learners from international physiotherapy programs completed placements within the catchment areas of five non-BMC programs.

Five programs (45.4%) received financial support from provincial governments to provide remuneration for clinical education. These programs subsequently transferred funds to either preceptors or clinical sites. Compensation amounts varied, with preceptors receiving a stipend of \$10 per day per learner or clinical sites receiving \$750 per learner supervised or an honorarium of \$50 per week per learner. In no instance was compensation provided both to preceptors and clinical sites.

### **d. Program Requirements – End of Program Deliverables**

In addition to acquiring clinical fieldwork experience, learners in all non-BMC programs were expected to complete deliverables related to research projects and/or comprehensive/capstone projects (**Table 2**). Ten programs required learners to complete research project deliverables. The research project deliverables most often required were 'Data Collection/Data Analysis' ( $n = 8$ , 72.7%), 'Oral Presentation' ( $n = 8$ , 72.7%) and 'Proposal' ( $n = 7$ , 63.6%). Two programs required learners to complete all research components, whereas one program indicated that none of the identified research project components were required. Three programs stated that learners completed 'Other' research project deliverables such as a manuscript formatted according to criteria of a peer-reviewed journal, interprofessional learning activities, and a written report for a quality improvement project.

Five programs required learners to complete comprehensive/capstone project components as end-of-program deliverables. Learners enrolled in four programs participated in a skills' examination, where they were assessed using a multi-station OSCE format and developed a 'Portfolio' ( $n = 2$ , 18.2%). 'Oral Examination' and 'Poster Presentation' were required by individual programs. 'Other' deliverables were identified by two programs and these deliverables



included assessment through a group written assignment related to evidence-based practice case studies and the oral presentation of this assignment and, interprofessional education activities. Learners in eight of the 11 non-BMC programs received academic credit for the completion of some or all components of research and comprehensive/capstone projects.

**Table 2:** End of program deliverables, components of a research project or comprehensive/capstone project, required of learners enrolled in non-Baccalaureate-Master’s Continuum professional entry-to-practice programs.

<b>End of Program Deliverables</b>	
<i>Research Project</i>	
Ethics Application, n (%)	4 (36.4)
Proposal, n (%)	7 (63.6)
Data Collection/Data Analysis, n (%)	8 (72.7)
Oral Presentation, n (%)	8 (72.7)
Poster Presentation, n (%)	5 (45.5)
None of these, n (%)	1 (9.1)
Other, n (%)	3 (27.3)
<i>Comprehensive/Capstone Project</i>	
Oral Presentation, n (%)	0 (0.0)
Oral Examination, n (%)	1 (9.1)
Skills Examination/Multi-station OSCE, n (%)	4 (36.4)
Poster Presentation, n (%)	1 (9.1)
Portfolio, n (%)	2 (18.2)
None of these, n (%)	5 (45.5)
Other, n (%)	2 (18.2)

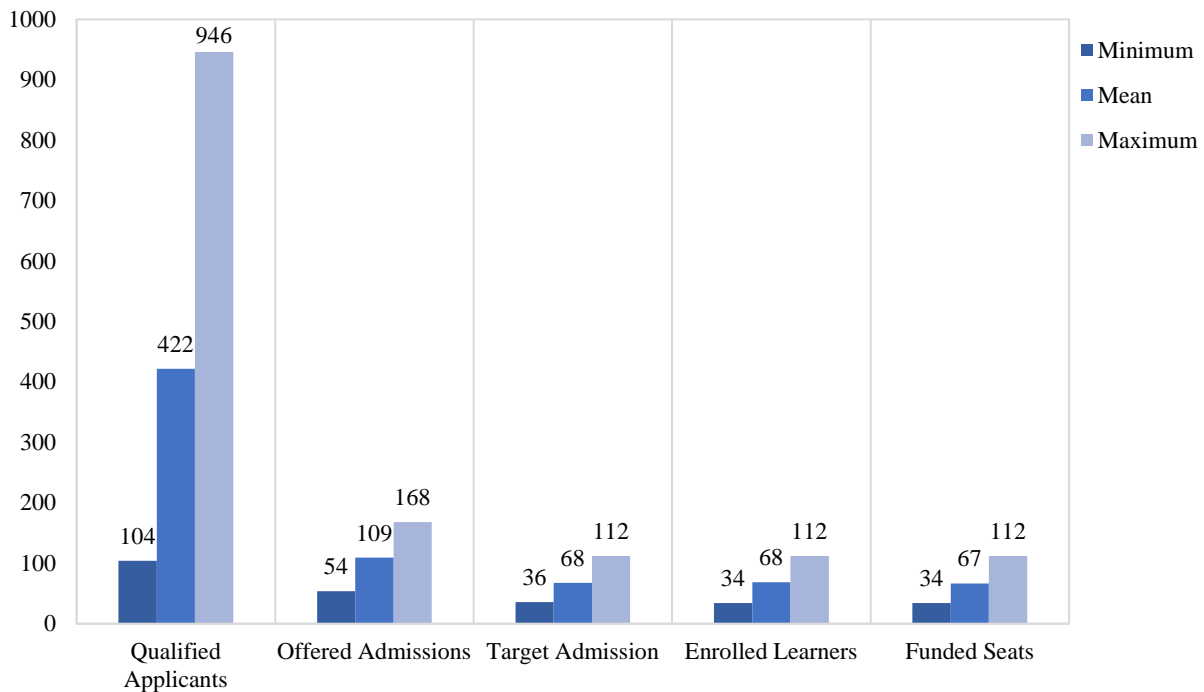
### **e. Applicants, Admission, and Enrolment**

In 2019, non-BMC programs received a total of 4,640 applications from qualified applicants (**Figure 1**). This was an 8.4% increase from the number of applications received for the 2018 academic year (n = 4,281). The average number of applications received was  $421.8 \pm 305.9$ , with three programs receiving over 500 applications from qualified applicants. Non-BMC programs extended a total of 1,201 offers to qualified applicants and final enrolment for 2019 was 753. The targeted enrolment across all non-BMC programs was 745, which accounted for anticipated offer refusals. Given current admissions data collection tools, it is not possible to determine whether an applicant applied to more than one entry-to-practice program. As such the overall enrolment rate of 16.2% may be an underestimation. Ninety-seven percent of program seats (n = 733/753) were funded by provincial governments; some programs chose to over-enrol in anticipation of attrition, to accommodate returning students from a previous cohort, or for other reasons.

Admission review committees considered several criteria when assessing an applicant’s suitability for entry-to-practice physiotherapy training and practice. All 11 non-BMC programs evaluated applicants based on ‘Official Language Proficiency’, which was often assessed in

applicants whose first language was not English, using standardized tests such as TOEFL, IELTS, MELAB and CANTEST. Other frequently considered admission criteria were ‘Minimum GPA’ (n = 9, 81.8%), ‘Sub-GPA’ (n = 8, 72.7%) and an ‘Interview’ (n = 8, 72.7%). ‘Sub-GPA’ was either determined from the review of academic performance in pre-requisite courses or performance for the most recent 60 credit hours. When interviewing applicants, programs often used the Multiple Mini Interview format. Nine programs identified ‘Other’ criteria used to assess applicants; performance on the CASPer test was considered by five programs. Programs had designated seats for Indigenous applicants and a total of 32 seats for eight entry-to-practice programs were designated for Indigenous applicants. This represented 4.2% of the total cohort admitted in 2019.

Applicants to non-BMC entry-to-practice physiotherapy programs had completed coursework at the post-secondary level prior to applying to physiotherapy programs. For most learners a Bachelor’s degree (n = 720/753, 95.6%) was the highest level of education attained prior to starting physiotherapy training. The remaining 33 learners (4.3%) had been conferred either a Master’s degree or doctoral degree. No learners had ‘Other’ training.



**Figure 1:** Admissions funnel for 11 non-Baccalaureate-Master’s Continuum professional entry-to-practice programs. A total of 4,640 applications were received from qualified individuals and the final number of enrolled learners was 753, representing an enrolment rate of 16.2%.

## f. Faculty and Staff

Core faculty (physiotherapists and non-physiotherapists), Academic Coordinator/Director of Clinical Education (ACCE/DCE), associated faculty and other instructors were responsible for program delivery in non-BMC entry-to-practice programs. Core faculty members are defined as either physiotherapists or non-physiotherapists with full-time or part-time appointments (**Table 3**). A total of 221 core faculty positions were allocated to entry-to-practice programs, which corresponded to 173.1 FTE units. Most core faculty were physiotherapists (n = 204.6/221, 92.6%); most had full-time positions with programs (n = 151.2/221, 68.4%).

**Table 3:** Core faculty positions (full-time and part-time) allocated/budgeted for physiotherapists and non-physiotherapists and total associated full-time equivalent units.

	Number of Personnel (%)	Total FTE
<i>Core Faculty Positions</i>		
Physiotherapist (Full-time), n (%)	138.8 (62.8)	-
Physiotherapist (Part-time), n (%)	65.8 (29.8)	-
Non-physiotherapist (Full-time), n (%)	12.4 (5.6)	-
Non-physiotherapist (Part-time), n (%)	4 (1.8)	-
<b>Total</b>	<b>221</b>	<b>173.1</b>

In addition to delivering entry-to-practice programs, core faculty also supervised post-graduate learners. Two hundred and twenty-one core faculty supervised 438 post-graduate learners, most of whom were pursuing doctoral degrees (n = 247/438, 56.4%). Core faculty provided academic guidance to an additional 115 learners (26.3%) completing a 'Thesis Master's' degree, 22 learners (5.0%) enrolled in the 'Clinical Master's' program and 54 post-doctoral learners (12.3%).

ACCE/DCE, associated faculty, other instructors, support staff and technical staff also assisted with program delivery and provided administrative support to non-BMC programs (**Table 4**). Nineteen individuals were appointed to the role of ACCE/DCE in 2019 and the associated FTE was 16.7 units. Depending on the program, the amount of time devoted to administrative and teaching duties varied for ACCE/DCEs, where ACCE/DCEs in seven programs (63.6%) allotted more than 50% of their time to administrative duties.

Seven programs had 37 associated faculty members (5.8 FTE units) who contributed to the delivery of one half or more of contact hours of a course. Over 1,000 'Other instructors' (n = 1,051) were involved with course instruction in entry-to-practice programs. Support staff (57.6 FTE units) and technical staff (18.2 FTE units) were shared with other departments in ten of the 11 non-BMC entry-to-practice programs. Eight programs had policies outlining the involvement of teaching and laboratory assistants in course instruction. The ratio of teaching or laboratory

assistants to learners varied by program and was based on course needs, ranging from 1:9 to 1:25.

**Table 4:** Program personnel (academic coordinator/director of clinical education, associated faculty, and other instructors), associated full-time equivalent (FTE) units, and FTE units for support staff and technical staff affiliated with 11 non-Baccalaureate-Master’s Continuum professional entry-to-practice programs.

Other teaching and staff personnel	Number of Personnel	Total FTE
ACCE/DCE	19	16.7
Associated Faculty	37	5.8
Other Instructors	1,051	-
Support Staff	-	57.6
Technical Staff	-	18.2

### g. Graduation and Attrition

In 2019, all non-BMC programs graduated learners eligible to complete national licensure examinations. A total of 727 learners were conferred physiotherapy degrees and the average number of graduates was  $66.1 \pm 20.8$ . The initial number of learners that began physiotherapy training with this cohort of graduates was 759, with 32 learners leaving physiotherapy programs prior to their anticipated graduation date. These were not learners who were on academic leave or those who subsequently joined another cohort. As such, the overall attrition rate for the 2019 graduating cohort was 4.2%. Two programs had no attrition and five programs had attrition rates of 5.0% or lower. The reasons for attrition were primarily ‘Transfer to medicine’ (n = 5, 45.5%), ‘Required to withdraw – performance issues’ (n = 5, 45.5%) and ‘Withdrawal for health concerns/reasons’ (n = 5, 45.5%).

## III. Baccalaureate-Master’s Continuum Programs

### a. Overview of Programs

The average duration of BMC programs was approximately twice that of non-BMC programs (Table 5). Learners entry-to-practice training in September 2019 were expected to spend  $50 \pm 5.2$  months completing coursework and clinical fieldwork prior to graduating as entry-to-practice practitioners.

**Table 5:** Characteristics of Baccalaureate-Master’s Continuum entry-to-practice physiotherapy programs in Canada, as of December 31, 2019. Data is presented as either frequencies and proportions or mean values and standard deviations.

Program Characteristics	
<i>Program Structure</i>	
Duration, months; mean $\pm$ s.d.	50 $\pm$ 5.2
Distance education; n (%)	
Yes	4 (100.0)
No	0 (0.0)

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## Program Characteristics

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Distributed education; n (%)	
Yes	0 (0.0)
No	4 (100.0)
Tuition, CDN; mean $\pm$ s.d.	\$11,369.85 $\pm$ 2,265.20
Other fees, CDN; mean $\pm$ s.d.	\$3,633.28 $\pm$ 924.61
Total costs, CDN; mean $\pm$ s.d.	\$15,003.13 $\pm$ 3,021.84
Total Learners	1,116
International Learners; n (%)	2 (0.2)
Accommodations; n (%)	36 (3.2)
<i>Clinical Fieldwork</i>	
Clinical Placement Hours; mean $\pm$ s.d.	1,078.8 $\pm$ 75.1
Learner Placements; mean $\pm$ s.d.	303.0 $\pm$ 150.5
Out-of-Catchment Placements, learners sent on; mean $\pm$ s.d.	14.3 $\pm$ 14.2
Out-of-Catchment Placements, learners accepted for; mean $\pm$ s.d.	0.7 $\pm$ 1.0
International Placements, learners sent on; mean $\pm$ s.d.	9.3 $\pm$ 9.1
Learners accepted for placements from International Programs; mean $\pm$ s.d.	3.5 $\pm$ 3.5
<i>Applicants, Admission, and Enrolment</i>	
Qualified Applicants; mean $\pm$ s.d.	948.8 $\pm$ 547.8
Extended Admissions Offers; mean $\pm$ s.d.	252.8 $\pm$ 150.8
Targeted Admissions; mean $\pm$ s.d.	78.8 $\pm$ 37.4
Enrolment; mean $\pm$ s.d.	79.5 $\pm$ 38.4
Funded Seats; mean $\pm$ s.d.	72.0 $\pm$ 31.8
<i>Prior Education</i>	
CEGEP; n (%)	181 (56.9)
CEGEP with some university; n (%)	71 (22.3)
Bachelor's; n (%)	47 (14.8)
Master's; n (%)	1 (0.3)
PhD; n (%)	0 (0.0)
Other; n (%)	18 (5.7)
<i>Admissions Considerations</i>	
English/French proficiency; n (%)	4 (100.0)
GPA; n (%)	4 (100.0)
Minimum GPA; n (%)	1 (25.0)
Sub-GPA; n (%)	1 (25.0)
Interview; n (%)	0 (0.0)
Residency requirements; n (%)	1 (25.0)
Volunteer hours; n (%)	0 (0.0)

<b>Program Characteristics</b>	
References; n (%)	1 (25.0)
Other; n (%)	2 (50.0)
<i>Faculty and Staff</i>	
Core Faculty; n (%)	79 (17.4)
Academic Coordinator/Director of Clinical Education; n (%)	7 (1.5)
Associated Faculty; n (%)	17 (3.8)
Other Instructors; n (%)	350 (77.3)
<i>Graduation and Attrition</i>	
Graduates; n (%)	194 (64.2)
Non-Graduates; n (%)	108 (35.8)
<i>Attrition</i>	
Transfer to medicine; n (%)	4 (100.0)
Required to withdraw - performance issues; n (%)	1 (25.0)
Withdrawal for health concerns/reasons; n (%)	0 (0.0)
Reason not known; n (%)	3 (75.0)
Voluntary withdrawal for reasons other than above; n (%)	1(25.0)
Transfer to other health professional program; n (%)	4 (100.0)
No attrition; n (%)	0 (0.0)
Other; n (%)	1 (25.0)

### **b. Program Structure and Learner-Incurred Expenses**

For BMC programs all course-based curriculum was delivered to learners by the same instructors at the same campus. Traditional classroom-based course delivery at all four BMC programs was supplemented with distance education, incorporating asynchronous components into one required course for each program. One program offered an additional 16 courses, which were delivered using a hybrid model. None of the BMC programs had adopted a distributed education model with satellite campuses.

The mean associated program costs i.e. ‘Tuition’ and ‘Other fees’ Canadian learners in BMC programs were expected to incur from the program start date until graduation was \$15,003.13 ± 3,021.84. This corresponds to an average monthly cost of \$300.06 for BMC entry-to-practice physiotherapy training, which was approximately a third of the anticipated monthly cost for learners enrolled in non-BMC programs. ‘Tuition’ costs account for a large proportion of associated program costs, with a mean value of \$11,369.85 ± 2,265.20. The average cost for ‘Other fees’ was \$3,633.28 ± 924.61, representing 24.2% of the total anticipated program costs. As of December 31, 2019, there were two international learners enrolled in one BMC entry-to-practice program. International learners represented 0.2% of the total physiotherapy learner population enrolled in BMC programs. BMC programs provided formal accommodations to 36 learners (3.2%)

### c. Program Requirements – Clinical Fieldwork

Completing clinical fieldwork experience was a pre-requisite for graduating BMC programs. For learners admitted in September 2019, the mean number of clinical placement hours they were expected to complete prior to graduation was  $1,078.75 \pm 75.10$ . A total of 1,212 placements, including out-of-catchment area placements, were completed by learners in 2019. Fifty-seven (4.7%) placements were completed by learners outside the catchment area of the associated program. A small portion of placements ( $n = 2, 0.2\%$ ) were completed in the catchment area of one program by learners enrolled at other Canadian academic institutions. Thirty-seven learners enrolled in all four BMC programs completed some clinical experience in an international setting. Fourteen learners from international physiotherapy programs completed placements within the catchment area of three of the four BMC programs. BMC programs compensated clinical facilities for providing clinical learning opportunities for learners. Programs provided clinical facilities with an honorarium at a rate per day per learner and this varied depending on the clinical setting and phase of training. For example, facilities received between \$20 and \$40 per day per learner.

### d. Program Requirements – End of Program Deliverables

In addition to acquiring clinical skills, learners in BMC programs were expected to complete deliverables related to research projects and comprehensive/capstone projects (**Table 6**). For research projects, learners in all BMC programs were expected to submit an ‘Ethics Application’ and complete ‘Data Collection/Data Analysis’. Three programs required learners to develop a research proposal, deliver an oral presentation or poster presentation. One program required learners to complete all deliverables associated with a research project. Three of the four BMC programs assessed learners’ clinical skills using a ‘Multi-station OSCE’. One program also evaluated learners using an ‘Oral presentation’ and the completion of a ‘Portfolio’. Two programs assessed learners’ competency using ‘Other’ deliverables, which were a final written examination and final theoretical examination. One program did not evaluate learners using any of the specified comprehensive/capstone project deliverables. Academic credit was associated with end of program deliverables for all four BMC programs.

**Table 6:** End of program deliverables, components of a research project or comprehensive/capstone project, required of learners enrolled in Baccalaureate-Master’s Continuum professional entry-to-practice programs.

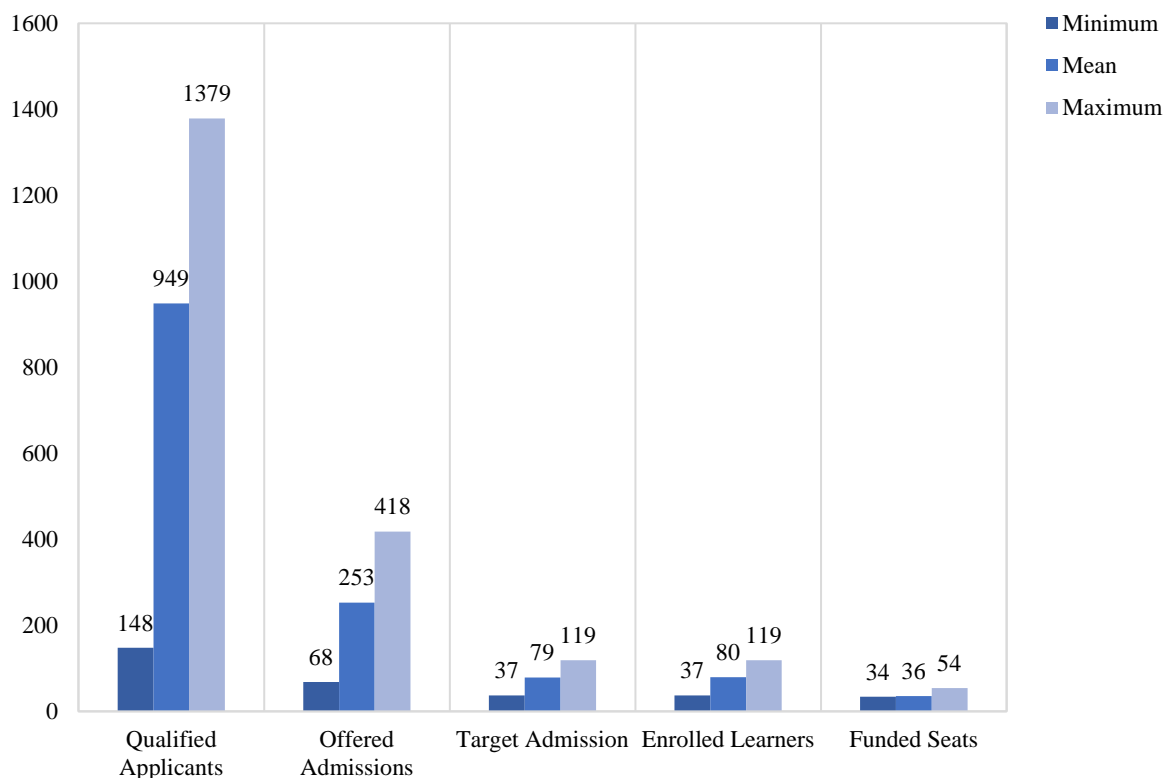
<b>End of Program Deliverables</b>	
<i>Research Project</i>	
Ethics Application, n (%)	4 (100.0)
Proposal, n (%)	3 (75.0)
Data Collection/Data Analysis, n (%)	4 (100.0)
Oral Presentation, n (%)	3 (75.0)
Poster Presentation, n (%)	3 (75.0)
None of these, n (%)	0 (0.0)

<b>End of Program Deliverables</b>	
Other, n (%)	0 (0.0)
<i>Comprehensive/Capstone Project</i>	
Oral Presentation, n (%)	1 (25.0)
Oral Examination, n (%)	0 (0.0)
Skills Examination/Multi-station OSCE, n (%)	3 (75.0)
Poster Presentation, n (%)	0 (0.0)
Portfolio, n (%)	1 (25.0)
None of these, n (%)	1 (25.0)
Other, n (%)	2 (50.0)

#### **e. Applicants, Admission, and Enrolment**

For the 2019 academic year, BMC programs received a total of 3,795 applications from qualified applicants, which was a 11.2% increase from the 2018 application cycle (n = 3,413). The mean number of applications received from qualified applicants was 949 (**Figure 2**). BMC programs extended 1,011 offers of admission to qualified applicants and the final enrolment was 318 learners. The estimated enrolment for 2019 was 8.4%, recognizing that learners may have applied to more than one entry-to-practice program. Ninety-one percent of program seats (n = 288/318) were funded by the provincial government; some programs chose to over-enrol in anticipation of attrition, to accommodate returning students from a previous cohort, or for other reasons..





**Figure 2:** Admissions funnel for four Baccalaureate-Master's Continuum professional entry-to-practice programs. A total of 3,795 applications were received from qualified individuals and the final number of enrolled learners was 318, representing an enrolment rate of 8.4%.

An applicant's suitability for physiotherapy training and the practice were assessed using several criteria. All four BMC programs evaluated applicants based on 'Official language proficiency' and 'GPA'. Language proficiency was assessed by the French language and literature test administered by the Ministry of Education of Quebec or the TFI™ Test. These standardized tests were used for applicants whose first language was not French and a minimum score of 850 out of 990 was required for the TFI™ Test. One BMC entry-to-practice program considered 'Minimum GPA', 'Sub GPA' and 'References' at the time of application. One program considered 'Residency requirements' and admissions to this program was limited to Canadian citizens and permanent residents. Two programs identified the CASPer test as another assessment criterion.

Two programs designated seats to subsets of applicants, for example Indigenous learners or out-of-province applicants. A total of 90 seats were reserved for applicants who: (1) had completed CEGEP (45 seats); (2) had completed a Techniciens en Réadaptation Physique (TRP) diploma in CEGEP (25 seats); (3) out-of-province applicants (9 seats); (4) private applicants (5 seats); (5) readmission (4 seats); and (6) Indigenous learners (2 seats).

Learners commencing physiotherapy training through BMC programs enroll directly into the first year at the Baccalaureate level. This is reflected in the highest level of education attained by

applicants prior to starting entry-to-practice training. Most applicants (n = 181/318, 56.9%) had completed a CEGEP diploma prior to starting physiotherapy training. An additional 71 applicants (22.3%) had completed CEGEP and some university-to-practice courses. A Bachelor's degree (14.8%) and Master's degree (0.3%) were the highest level of prior education to a lesser extent and no applicant had undertaken doctoral training. There were 18 applicants (5.7%) with 'Other' qualifications.

#### f. Faculty and Staff

Core faculty (physiotherapists and non-physiotherapists), ACCE/DCE, associated faculty and other instructors were responsible for program delivery in BMC entry-to-practice programs. A total of 79 full-time and part-time core faculty were associated with BMC programs, which was equivalent to 64.4 FTE units (**Table 7**). Most core faculty were either physiotherapists (n = 71/79, 89.9%); most were allotted to full-time positions (n = 54/79, 68.4%).

**Table 7:** Core faculty positions (full-time and part-time) allocated/budgeted for physiotherapists and non-physiotherapists and total associated full-time equivalent units.

	Number of Personnel (%)	Total FTE
<i>Core Faculty Positions</i>		
Physiotherapist (Full-time), n (%)	47 (59.5)	-
Physiotherapist (Part-time), n (%)	24 (30.4)	-
Non-physiotherapist (Full-time), n (%)	7 (8.9)	-
Non-physiotherapist (Part-time), n (%)	1 (1.3)	-
<b>Total</b>	<b>79</b>	<b>64.4</b>

In addition to program delivery, core faculty also supervised post-graduate learners. Core faculty supervised a total of 196 post-graduate learners, most of whom were enrolled in 'Thesis Master's' programs (n = 85/196, 43.4%). Core faculty also supervised 73 learners (37.2%) pursuing doctoral degrees. As of December 2019, 24 learners (12.2%) were enrolled in 'Clinical Master's' programs and 14 learners (7.1%) were completing post-doctoral training under the guidance of core faculty.

Seven individuals were appointed to the position of ACCE/DCE and provided additional teaching support to BMC programs (**Table 8**). This was equivalent to 4.0 FTE units and required ACCE/DCE to undertake administrative and/or teaching activities. For ACCE/DCEs in two programs, 100% of the role was dedicated to completing administrative tasks. Three programs had 17 associated faculty (2.8 FTE units), who were responsible for delivering one half or more contact hour of a course. Three hundred and fifty 'Other Instructors' contributed to course instruction in BMC entry-to-practice programs.

BMC programs received additional administrative support from support staff (29.2 FTE units) and three programs also received support from technical staff (4.0 FTE units). These personnel were shared with other departments situated in three of the four BMC programs. All programs indicated that policies were in place outlining the ratio of teaching assistants or laboratory assistants to learners in practice-based courses. The ratio of assistants to learners ranged from 1:8 to 1:20 and varied depending on whether learners were enrolled in the Baccalaureate or Master’s component of programs.

**Table 8:** Program personnel (academic coordinator/director of clinical education, associated faculty, and other instructors), associated full-time equivalent (FTE) units, and FTE units for support staff and technical staff affiliated with four Baccalaureate-Master’s Continuum professional entry-to-practice programs.

Other teaching and staff personnel	Number of Personnel	Total FTE
ACCE/DCE	7	4.0
Associated Faculty	17	2.8
Other Instructors	350	-
Support Staff	-	29.2
Technical Staff	-	4.0

#### **g. Graduation and Attrition**

One hundred and ninety-four learners graduated from BMC-programs in the 2019 academic year and the average number of graduates was  $48.5 \pm 19.2$ . However, not all learners who initially began physiotherapy training with this cohort completed training. Of the 302 learners who started with the 2019 cohort, 108 learners left programs prior to their anticipated graduation date. These learners did not take an academic leave or who subsequently join another cohort but rather opted to no longer pursue entry-to-practice physiotherapy training at the academic institution in question. This resulted in an overall attrition rate of 35.8%. All programs indicated that attrition was due to ‘Transfer to medicine’ or ‘Transfer to other health professional program’. In one program (25%), learners were required to withdraw due to performance issues and learners in another program voluntarily withdrew. Reasons for attrition were not known for some learners initially enrolled in three programs (75%).

#### **IV. Contact Information**

For more information about the data presented in this document or about PEAC or PT accreditation, please contact Kathy Davidson at [kathy.davidson@peac-aepec.ca](mailto:kathy.davidson@peac-aepec.ca). A list of all affiliated education programs is available at the [PEAC website](#).