



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Department of Physical Therapy
Faculty of Medicine

Strategic Plan

2015-2020



VISION

To Achieve Movement and Function For Life

VALUES

SERVICE

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Social Accountability

Enhancing Innovation

Research with Impact

Vibrant leadership

Integrity

Collaboration

Excellence

MISSION

The Department of Physical Therapy provides an outstanding learning environment and leads in innovative research to advance health globally

BUILDING ON OUR PAST SUCCESS

The Department of Physical Therapy is a premiere department, with a world-class reputation. The department has amassed an outstanding cadre of faculty members with proven excellence in teaching and research (see below). Innovation abounds: the Northern and Rural Cohort enabling Masters of Physical Therapy (MPT) students to provide physiotherapy services in underserved communities; the Internationally Educated Physiotherapy Exam Preparation Program improving the success rate in the licensing examinations; the online Masters of Rehabilitation Science (MRSc) program which advances practice-based research; an MPT/PhD program that models the integration of research with clinical practice.

EXCELLENCE IN TEACHING

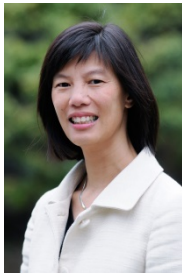


Sue Murphy
Killam Teaching Award



Alison Greig
Faculty of Medicine Continuing Professional Development Award for the Internationally Educated Physiotherapists Exam Preparation program

EXCELLENCE IN RESEARCH



Janice Eng
*Canada Research Chair (Tier 1) Nominee
Neurological Rehabilitation*



Lara Boyd
*Canada Research Chair (Tier 2)
Neurobiology of Motor Learning*



Teresa Liu-Ambrose
*Canada Research Chair (Tier 2)
Physical Activity and Cognitive Neuroscience*



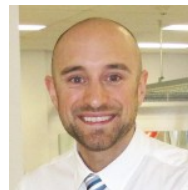
Linda Li
*Canada Research Chair (Tier 2)
Patient-Oriented Knowledge Translation;
Harold Robinson Arthritis Society Chair in Arthritic Diseases*



Alex Scott
Michael Smith Foundation for Health Research Scholar



Pat Camp
Michael Smith Foundation for Health Research Scholar



Jordan Guenette
Michael Smith Foundation for Health Research Scholar



Michael Hunt
Canadian Institute for Health Research - New Investigator

GOALS

This Strategic Plan 2015-2020 builds on this strong foundation of excellence and speaks to our values of Enhancing Innovation, Integrity, Collaboration and Excellence.

Through our teaching and research activities, and through the embodiment of our values, we strive to be the Canadian university Physical Therapy Department that is leading the forward movement of the profession to serve the health needs of society. In so doing, we will:

Goal 1:

Graduate outstanding students with leadership qualities and capabilities

We strive to be a Department where our students in the professional entry-level MPT program, the thesis-based MSc and PhD programs, and the online MRSc program will be prepared to lead in careers that promote the health and well-being of society.

Value: Vibrant Leadership

Goal 2:

Improve physical therapy capacity in underserved areas, including aboriginal communities, and specialty areas

We have an opportunity in our MPT program to promote the recruitment and retention of physical therapists across the province, especially in Northern and Rural communities, including indigenous peoples. We also have an opportunity to promote practice in specialized areas of physiotherapy.

Value: Social Accountability

Goal 3:

Perform research that has an impact locally, nationally, and internationally on the health and well-being of all peoples

We endeavor to perform cutting-edge research that will have an impact on the health and well-being of all peoples. We recognize that achieving impact requires the integration of research with practice.

Value: Research with Impact

Goal 1:
Graduate outstanding students with leadership qualities and capabilities

MPT Program

Admissions	<ul style="list-style-type: none"> ● Refine admissions to bring in students that embody our values—social accountability, leadership, academic excellence. ● Introduce an admissions pre-requisite course to improve student preparation. ● Review admissions process to promote selection of students with demonstrated leadership potential and personal values likely to ensure success at all stages of their professional physical therapy career. ● Use a leadership screening tool after admission—build into passport and/or reflection during clinical placements. ● Market the MPT/PhD Program with the view for academic leadership development. ● Market the international MPT cohort with the view for physiotherapy leadership development globally.
Curriculum	<ul style="list-style-type: none"> ● Ensure curriculum of MPT program has a focus on professional leadership, including strategies to ensure student awareness of the ethical responsibility to contribute to the health needs of society. ● Consider adding the preparation of briefing notes as a leadership development skill. ● Provide and support intra-and extracurricular opportunities for leadership development and professional growth. ● Incorporate Interprofessional Education opportunities as a method of promoting professional leadership across the health disciplines.
Instruction	<ul style="list-style-type: none"> ● Support innovative teaching methods which promote development of professional competence and ongoing development of professional identity. ● Incorporate positive professional role models into the classroom as teachers (e.g., researchers, health care leaders, clinicians). ● Showcase leadership in education. ● Maintain high quality teaching infrastructure.
Research	<ul style="list-style-type: none"> ● Showcase leadership in research initiatives. ● Promote research placements that might bridge the research/clinical practice gap. ● Build Knowledge Translation projects with clinical partners into MPT research projects. ● Encourage students to act as agents of change within the profession (e.g., on clinical placement, and promotion of knowledge translation).
Sustainability	<ul style="list-style-type: none"> ● Increase philanthropy for financial support and/or student awards. ● Offer revenue-generating activities (e.g., admissions pre-requisite course, international MPT cohort, Vancouver Summer Program). ● Create new programs and initiatives which promote the development of professional leadership across the professional lifespan (e.g., MRSc specialty programs, continuing professional development series). ● Student-led clinic in Friedman Building to promote leadership and evidence-based practice.

Partnerships	<ul style="list-style-type: none"> • Incorporate opportunities for professional socialization and collaboration on local, national and international levels. • Promote student engagement and collaboration with professional organizations and other key stakeholders in the profession. • Encourage and support student-led initiatives. • Explore potential partnerships for development of new programs (e.g., possibility of partnership with the School of Population and Public Health). • Partner with other Departments and programs in BC to develop a pipeline for students. • Partner with health authorities on issues like clinical informatics.
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Measurement of Success

Admissions	<ul style="list-style-type: none"> • Reduction of number of negative professionalism reports during the program. • Increase in number of graduates taking leadership positions (e.g., practice leads, roles with PABC/CPA, alumni, health authorities), or progressing to faculty positions. • Identify metrics/examples of leadership success - leadership engagement inventory?
Curriculum	<ul style="list-style-type: none"> • Increase professionalism and leadership content of curricula. • Modify student exit survey to track participation in professional leadership activities (intra-curricular, including placements, and extra-curricular). • Monitor interprofessional education curricular opportunities and involvement through Passport.
Instruction	<ul style="list-style-type: none"> • Increase in number of professional and research role models involved in teaching. • Student instructor evaluations. • Increase innovative teaching methods utilized throughout curriculum. • Recognize excellence in education (awards, conference participation, papers, etc.).
Research	<ul style="list-style-type: none"> • Increase in graduates presenting at conferences, journal publications. • Increase in publication of MPT projects. • Increase in engagement in research and knowledge translation by MPT students, through research placements and MPT research projects.
Sustainability	<ul style="list-style-type: none"> • MPT projects require increased resources for students, (e.g., teaching assistants devoted to specific MPT projects, more free access to equipment, etc.). • Enrolment in MPT/PhD program and international student cohort.
Partnerships	<ul style="list-style-type: none"> • Interviews with partners regarding satisfaction.

MSc/PhD Programs, MRSc Program

Admissions	<ul style="list-style-type: none"> • Review admissions process to promote selection of students with demonstrated leadership potential. • Market the MPT/PhD program with the view for academic leadership development.
Curriculum	<ul style="list-style-type: none"> • Ensure curriculum has a focus on professional leadership for non-academic career opportunities. • Incorporate opportunities for knowledge translation. • Focus on ethical and responsible research.
Instruction	<ul style="list-style-type: none"> • Incorporate positive professional role models into the classroom.
Research	<ul style="list-style-type: none"> • Showcase leadership in research initiatives.

Sustainability	<ul style="list-style-type: none"> • Increase philanthropy for financial support and/or student awards. • Create new programs and initiatives which promote the development of professional leadership across the professional lifespan (e.g., MRSc specialty programs, continuing professional education series).
Partnerships	<ul style="list-style-type: none"> • Incorporate opportunities for professional socialization and collaboration on local, national and international levels. • Encourage and support student-led initiatives. • Better integration of research and clinical uptake for non-clinician graduate students. • Partner with Research Centers to advance graduate education. • Partner with health authorities on issues like clinical informatics.

Measurement of Success

Admissions	<ul style="list-style-type: none"> • Student graduation rate. • Post-graduate employment. • Number of scholarships/awards.
Curriculum	<ul style="list-style-type: none"> • Student course/program evaluations.
Instruction	<ul style="list-style-type: none"> • Student instructor evaluations.
Research	<ul style="list-style-type: none"> • Student publications and presentations.
Sustainability	<ul style="list-style-type: none"> • Scholarships per capita. • Enrolment numbers in Manipulations certificate, MRSc, MSc, PhD.
Partnerships	<ul style="list-style-type: none"> • Interview partners regarding satisfaction. • Exit interviews with students.

Goal 2:
Improve physical therapy capacity in underserved areas, including aboriginal communities, and specialty areas

Admissions	<ul style="list-style-type: none"> • Review admissions process for Northern Rural Cohort • Identify interests of all incoming students for underserved areas. • Collaborate with the undergraduate medical program on aboriginal admissions.
Curriculum	<ul style="list-style-type: none"> • Expand clinical experiences in diverse areas, including rural/aboriginal clinical placement opportunities. • Ensure curriculum meets needs of underserved areas, i.e., include clinical examples during lectures/labs that address these areas and expand beyond the urban setting. • Incorporate Aboriginal health concepts. • Expose students to career development from entry-level to specialty practice. • Offer specialty courses/certificates to interface with MRSc program.
Instruction	<ul style="list-style-type: none"> • Bring in clinical instructors or stakeholders with expertise in underserved areas. • Work with Aboriginal Institute to support students who self-identify as aboriginal.

Research	<ul style="list-style-type: none"> • Expand research in areas of certificate or clinical masters programs. • Engage in research around aboriginal health.
Sustainability	<ul style="list-style-type: none"> • Innovative options to support mentorship in underserved or specialty areas. • Continuing professional development and certificate courses in specialty areas.
Partnerships	<ul style="list-style-type: none"> • Partner with undergraduate medical program as they have an infrastructure established for Aboriginal students. • Partner with public and private clinical sites in rural/aboriginal areas to develop clinical education opportunities. • Partner with health authorities for career opportunities in underserved and specialty areas.

Measurement of Success

Admissions	<ul style="list-style-type: none"> • Profile of incoming class (Diversity Survey). • Track postgraduate employment.
Curriculum	<ul style="list-style-type: none"> • Employer surveys. • Student exit survey—add training experience in underserved areas.
Instruction	<ul style="list-style-type: none"> • Evaluation of case studies/clinical examples across MPT curriculum that incorporate rural/aboriginal content.
Research	<ul style="list-style-type: none"> • Number of research projects in specialty areas or aboriginal health.
Sustainability	<ul style="list-style-type: none"> • Achieving sufficient enrolments in continuing professional development and certificate courses.
Partnerships	<ul style="list-style-type: none"> • Interview partners regarding satisfaction.

Goal 3:
Perform research that has an impact locally, nationally, and internationally on the health and well-being of all peoples

Admissions	<ul style="list-style-type: none"> • Enroll high caliber research trainees with leadership qualities. • Enroll and foster students with an interest in knowledge translation practice and science.
Curriculum	<ul style="list-style-type: none"> • Add research reflections in MPT program to highlight impact of physical therapy research on clinical practice. • Highlight our excellence in research to MPT students in PHTH 552. • Increased knowledge translation concepts in graduate curriculum to enhance competencies in evidence-based practice. • Include knowledge translation projects as MPT projects. • Maintain an evidence-based curriculum.
Instruction	<ul style="list-style-type: none"> • Increased use of online and videoconferencing as a platform to exchange knowledge with remote and underserved regions. • Integrating outcomes as a measure of practice.

Research	<ul style="list-style-type: none"> • Closing the gap between evidence and practice -expand what clinicians measure in current practice, support the implementation of latest evidence, and measure outcomes. • Help basic researchers establish impacts. • Consider patient voice on Department Research Committee. • Foster stronger collaborations with clinicians and stakeholders to increase integration.
Sustainability	<ul style="list-style-type: none"> • Consider aligning impact with assessment of merit. • Maintain the Knowledge Broker role. • Offer continuing professional development courses. • Research blasts, use of stories on the web, annual report, newsletter to communicate impact.
Partnerships	<ul style="list-style-type: none"> • Knowledge translation activities like policy development, advocacy with health authorities or patient groups. • Maintain strong collaborations with Research Centres. • Increasingly bridge with the Ministry of Health.

Measurement of Success

Admissions	<ul style="list-style-type: none"> • GPA (grade point average), publications, abstracts, scholarships. • Measure student achievement after graduation.
Curriculum	<ul style="list-style-type: none"> • Research stream includes knowledge translation • Knowledge translation modules.
Instruction	<ul style="list-style-type: none"> • Students who demonstrate ways they measure the impact of their practice.
Research	<ul style="list-style-type: none"> • Influential studies that change practice. • Publications and grants with knowledge translation impact. • Faculty participating in invited presentations locally, nationally, and internationally. • Impact of Knowledge Broker.
Sustainability	<ul style="list-style-type: none"> • Scholar awards. • Continuing professional development courses that profile research to practice.
Partnerships	<ul style="list-style-type: none"> • Strong connection with clinical partners, Research Centers, Ministry.