



**McGill**

Faculty of  
Medicine and  
Health Sciences

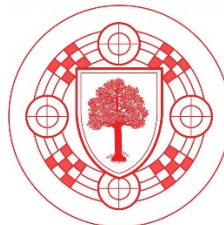
School of  
Physical and  
Occupational Therapy

2021-2022

# Committee Reports

School of Physical and Occupational Therapy

EXCELLENCE THROUGH GROWTH



L'EXCELLENCE PAR LE RAYONNEMENT

# SPOT Committees

## Table of Contents

---

<b>Committee Membership</b> .....	3
<b>Admissions</b>	
OT Admissions .....	4
PT Admissions .....	7
<b>Clinical Education</b>	
OT Clinical Education .....	9
PT Clinical Education .....	13
<b>Curriculum</b>	
OT Curriculum .....	16
PT Curriculum .....	20
Curriculum Steering.....	23
<b>Equity, Diversity, &amp; Inclusion</b>	
OT REPAIR.....	26
PT IDEAL.....	28
<b>Promotions &amp; Review</b>	
OT Promotions & Review .....	31
PT Promotions & Review .....	33
<b>Programs</b>	
OT Program .....	35
PT Program .....	39
PT Accreditation Committee.....	43
PT Extension Program at UQAC .....	54
Graduate.....	56
Certificate in Chronic Pain Management .....	58
Continuing Professional Education .....	61
<b>Awards</b> .....	63
<b>Communication &amp; Development</b> .....	66
<b>Directors' Council</b> .....	70
<b>Departmental Promotions &amp; Tenure</b> .....	72
<b>Global Health Rehabilitation Initiative</b> .....	74
<b>Knowledge Translation</b> .....	77
<b>Research</b> .....	80
<b>Space</b> .....	85



## SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY (2021 – 2022) STANDING COMMITTEES & CHAIRS

Academic responsibilities include an expectation to contribute to the administration of the School. Administrative participation and accomplishments contribute to annual merit review, promotion and tenure recommendations, and are a post-tenure responsibility as well. Selection of committee members takes place by the committee chairs in discussion with the School and Program Directors and is based on the priorities and needs of the School in consideration of individual faculty workload and stage of career. Chairs/committees must formulate an annual report and five year goals in line with the priorities of the School and the University.

### AWARDS COMMITTEE

Shawn Robbins (Co-Chair)  
Sarah Marshall (Co-Chair)  
Stefanie Blain-Moraes  
Marie-Hélène Boudrias  
Isabelle Gagnon  
Ana Maria Moga  
Bernadette Nedelec  
Admin Support: Laura Garcia

### COMMUNICATION & DEVELOPMENT

Sarah Marshall (Chair)  
Joyce Fung  
Tania Janaudis-Ferreira\*\*  
Monika Slanik  
Laurie Snider  
Caroline Storr  
Student Reps:  
VP-Admin POTUS, Marie-An Hoang & Comms SPOT-GSA, Garvee Patel  
Admin Support: Nadina Paraschuk

### DIRECTORS' COUNCIL

Laurie Snider (Chair)  
Judith Soicher  
Liliane Asseraf-Pasin  
Isabelle Gélinas  
Eva Kehayia  
Anouk Lamontagne  
Susanne Mak  
Sarah Marshall  
Richard Preuss  
Sara Saunders  
Daniel Baril (AEC Director)  
Spencer Keys-Schatia (Ad hoc Admin)

### PROMOTIONS & TENURE (DTC)

Laurie Snider (Chair)  
Joyce Fung  
Isabelle Gélinas  
Eva Kehayia  
Anouk Lamontagne  
Jadranka Spahija  
Admin Support: Paulina Zacchia

Note : The School's academic search committee is currently on hiatus as there are no open tenure track positions.

\*\*on sabbatical

### GLOBAL HEALTH

Matthew Hunt (Co-Chair)  
Raphael Lencucha (Co-Chair)  
Ana Maria Moga (Co-Chair)  
Olivia Cardillo  
Shaun Cleaver  
Rose Elekanachi  
Mindy Levin  
Monica Slanik  
Laurie Snider  
Caroline Storr  
Student Rep(s)

### GRADUATE

Isabelle Gélinas (Chair)  
Anouk Lamontagne (Co-Chair)  
Sara Ahmed  
Dana Anaby  
Philippe Archambault  
Eva Kehayia  
Nancy Mayo  
Melissa Park  
Student Reps: Paul Yoo & Catherine Demers  
Admin Support: Chiara Sabatino

### CHRONIC PAIN CERTIFICATE

Monica Slanik (Chair)  
Maria Dritsa  
Robert Dykes  
Céline Gélinas  
Isabelle Gélinas  
Sara Saunders  
Lesley Singer  
Kimberley Smalridge  
Tim Wideman  
Mark Ware Admin Support: Tina Portaro

### CONTINUING PROFESSIONAL EDUCATION

Monica Slanik (Chair)  
Isabelle Gélinas  
Marie-Lyne Grenier  
Anita Menon  
Barbara Shankland  
Frangiska Xenopoulos  
Admin Support: Tina Portaro

### RESEARCH

Eva Kehayia (Chair)  
Philippe Archambault  
Marie Brossard Racine  
Andre Bussières  
Matthew Hunt  
Mindy Levin\*  
Marc Roig  
Admin Support: Erin Douglas (Coord)

### SPACE/SPOT @680

Johanne Bourdon (Chair)  
Laura Garcia  
Sarah Marshall  
Richard Preuss  
Sara Saunders  
Judith Soicher  
Liliane Asseraf-Pasin (@680)  
Marie-Eve Bolduc (@680)  
Adam Finkelstein (@680)  
Spencer Keys-Schatia (@680)  
Laurie Snider (@680)  
Frangiska Xenopoulos (@680)

### STRAUSS KT Rehab Projects

Anita Menon (Chair)  
Sara Ahmed  
Dana Anaby  
André Bussières  
Tania Janaudis-Ferreira\*\*  
Nancy Mayo  
Keiko Shikako-Thomas  
Laurie Snider  
Aliko Thomas  
Diana Valentini (MUHC rep)

### OCCUPATIONAL THERAPY PROGRAM

#### OT ADMISSIONS

Barbara Shankland (Chair)  
Patricia Belchior\*\*  
Karen Falcicchio  
Barbara Mazer  
Bernadette Nedelec  
Daniel Nguyen  
Sara Saunders  
Admin Support: Meliza Coronell

NOTE: OT & PT clinical advisory committees & UQAC committee are not part of this list.

### OT CURRICULUM

Sara Saunders (Chair)  
Giovanni Arcuri  
Marie-Eve Bolduc  
Marie Brossard-Racine  
Heather Lambert  
Melissa Park  
Cynthia Perlman  
Caroline Storr  
Aliko Thomas (adjunct member)  
Student Reps: Elliot St-Pierre  
Admin Support: Marlene Brettler

### OT PROMOTIONS & REVIEW

Susanne Mak (Chair)  
Anne-Marie Brassard  
Karen Falcicchio  
Heather Lambert  
Raphael Lencucha  
Anita Menon  
Laurence Roy\*  
Admin Support: PT/OT SACs

### OT REPAIR

Hiba Zafran (chair)  
Heather Lambert  
Raphael Lencucha  
Susanne Mak  
Barbara Shankland  
Caroline Storr  
Student(s): VP Equity Representative

### JOINT STEERING

Liliane Asseraf-Pasin (Co-chair PT)  
Sara Saunders (Co-chair OT)  
Susanne Mak  
Richard Preuss  
Laurie Snider  
Admin Support: Suzana Zavila Pejovic

### PHYSICAL THERAPY PROGRAM

#### PT ADMISSIONS

Richard Preuss (Chair)  
Mariane Bertagnolli  
Sarah Marshall  
Shawn Robbins  
Filomena Pietrangelo (Clinician)  
Admin Support: Meliza Coronell

### PT ACCREDITATION

Liliane Asseraf-Pasin (Co-Chair)  
Richard Preuss (Co-Chair)  
Natalia Bessette (OAEQI Officer).  
Crystal Garnett  
Matthew Hunt  
Tania Janaudis-Ferreira\*\*  
Rebekah Lewis (OAEQI program eval.)  
Judith Soicher  
Adriana Venturini  
Martha Visintin  
Maryam Wagner (OAEQI assessment)  
Admin Support: Suzana Pejovic, Bruna Salhany (OAEQI Administrator), & Dora Epee Epeti (OAEQI Administrator)

### PT CURRICULUM

Liliane Asseraf-Pasin (Chair)  
Tania Janaudis-Ferreira\*\*  
Joyce Fung  
Ana Maria Moga  
Isabelle Pearson  
Claire Perez  
Richard Preuss  
Marc Roig  
Jadranka Spahija  
Adriana Venturini  
Mariane Bertagnolli  
Student Reps: U3QY and M1 cohorts:  
Christine Wang (M1 student), & Nayra Abdel Fattah, (U3/QY)  
Admin Support: Marlene Brettler

### PT PROMOTIONS & REVIEW

Liliane Asseraf-Pasin (Chair)  
Joyce Fung  
Ana Maria Moga  
Richard Preuss  
Adriana Venturini  
Frangiska Xenopoulos  
Admin Support: Marlene Brettler

### PT IDEAL

Richard Preuss (Chair)  
Sarah Marshall  
Marcia Valéria De Aquino Molinaro (Clinician)  
Students: Amy Gan (U1)  
Tiffany Te (U3)  
Admin Support: Course Secretary



# OCCUPATIONAL THERAPY ADMISSIONS COMMITTEE REPORT

## MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021 – 2022)

**Chair(s):** Barbara Shankland

**Members:** P. Belchior (on sabbatical), K. Falcicchio, B. Mazer, B. Nedelec, D. Nguyen, S. Saunders

**Administrative Support:** Meliza Coronell

### OVERALL MANDATE

Our mandate is to continually and critically evaluate, streamline and implement our OT admissions processes in concordance with the best available evidence, in an effort to be timely, equitable, fair, user-friendly and transparent to all applicants and stakeholders.

### OBJECTIVES FOR THE YEAR

1. Prior to the start of the new admission cycle, review and streamline the information provided to applicants on the School's website to ensure a timely, fair and transparent admission process.
2. Continue to collect data to ensure that our admissions practices are as defensible and equitable as possible.
3. Continue to collaborate with McGill Enrolment Services and Altus Assessments to ensure satisfactory utilization of the CASPer evaluation system for U1 and QY candidates.
4. Continue to provide 2 designated seats in the QY cohort to Indigenous applicants who meet the specified requirements.
5. Continue to participate as a partner member of the IHPP.
6. Review the statistical analysis of the 2021 video statement evaluation data.
7. Participate as a member of the OT Program work group addressing equity, diversity and inclusion (EDI). The identified priorities for admissions include engaging in diversity continuing education with the Faculty of Medicine and Health Sciences, and building relationships with different McGill communities and programs that address EDI and admissions.
8. Participate in a project funded by a Global Health grant that will focus on examining recruitment and admission practices with black OT Program applicants.
9. Work with the Faculty of Medicine and Health Sciences program evaluation specialist to evaluate the process, satisfaction and impact of OT admissions. Stakeholders involved in the evaluation will be administrative staff and faculty.
10. Verify the availability of fieldwork opportunities outside of Quebec with the clinical education team and reassess the opportunity to designate QY places to students who do not meet the French language requirement.

## PRIMARY ACCOMPLISHMENTS

1. The OT admissions information on the SPOT website was reviewed and updated prior to the new application cycle opening in fall, 2021.
2. The Occupational Therapy Admissions Committee continues to collect data pertaining to applicant demographics, diversity and attrition. This year, there were 117 applicants for the fall 2022 QY cohort.
3. The utilization of the CASPer test for U1 and QY candidates was reviewed with Altus Assessments. Testing dates and procedures were satisfactory during the application cycle.
4. The OT program continues to offer 2 designated places in the QY cohort for Indigenous applicants. This year, both places were filled in the fall 2021 cohort.
5. The OTAC chairperson continues to participate as a partner member of the IHPP. An outreach activity with high school students from Kahnawake was carried out at SPOT in May, 2022.
6. The statistical analysis of the 2021 video statement evaluation data was reviewed by the OTAC. The results and recommendations informed the assessment methods for the 2022 applicant video statements.
7. The OTAC chairperson continues to participate as a member of the OT program REPAIR group addressing equity, diversity and inclusion (EDI). Continuing education pertaining to EDI best practices was completed with the Faculty of Medicine and Health Sciences and Altus Assessments. Modifications were made to the OT Admissions guide to promote diversity and inclusion. Support to applicants from under-represented communities was provided, as needed, to facilitate their understanding of the occupational therapy profession, the McGill OT program and the application procedure.
8. The Global Health grant project examining recruitment and admission practices with black applicants was completed. The results were published in the McGill Journal of Global Health.
9. The OT Program clinical education team that there was a very limited number of student placement opportunities outside of Quebec. They confirmed that in order to fulfill the clinical education requirements, students in the OT program would still need to have an intermediate level of French.

General:

1. Prior to the start of the new admission cycle, review and streamline the information that is provided to applicants on the SPOT website to ensure a timely, equitable, fair, user-friendly and transparent admissions process.
2. Continue to collaborate with Altus Assessments to ensure satisfactory utilization of the CASPer evaluation system for U1 and QY candidates.
3. In collaboration with the clinical education team, verify the availability of fieldwork opportunities outside of Quebec and reassess the opportunity to designate QY places to students who do not meet the French language requirement.
4. In collaboration with the communications committee, explore opportunities for supporting recruitment of Qualifying Year OT students.

Equity, Diversity and Inclusion:

5. Provide support to OT Qualifying year applicants who may require assistance in understanding the profession, completing the application process, and potentially overcoming application barriers.
6. In collaboration with REPAIR, explore methods to increase OT Program admissions accessibility to under-represented groups.
7. Continue to provide 2 designated seats in the QY cohort to Indigenous applicants who meet the specified requirements.
8. Continue to participate as a partner member of the IHPP.

Program Evaluation:

9. In collaboration with OTGAPE, continue to collect data to ensure that our admissions practices are as defensible and equitable as possible.
10. In collaboration with OTGAPE, review the statistical analysis of the 2022 video statement evaluation data.
11. In collaboration with OTGAPE, evaluate the process, satisfaction and impact of OT admissions. Stakeholders involved in the evaluation will be administrative staff and faculty.

Membership comments:

P. Belchior returning from sabbatical on Sept. 1, 2022

Sept. 6, 2022

**NAME:** Barbara Shankland

**Chair of the Occupational Therapy Admissions Committee**



## PHYSICAL THERAPY ADMISSIONS COMMITTEE REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021 – 2022)

**Chair(s):** Richard Preuss

**Members:** Mariane Bertagnolli, Sarah Marshall, Shawn Robbins, Filomena Pietrangelo (Clinician)

**Administrative Support:** Meliza Coronell

#### OVERALL MANDATE

The mandate of the PT Admissions Committee is to establish, review, and implement the policies and procedures for admission to the Bachelor of Rehabilitation Science (Physical Therapy) and the Qualifying Year (QY) for the Master of Science, Applied, in Physical Therapy programs. For the former, this includes coordinating and communicating with McGill Enrolment Services. For the latter, this includes coordinating the file assessment for all applicants, and selecting candidates for recommendation to the Faculty of Graduate and Post-Doctoral Studies.

#### OBJECTIVES FOR THE YEAR

1. Simplify the rules for exemption from French language proficiency testing for applicants who completed high school and/or CEGEP in Québec, or high school in a French language institution outside Québec.
2. Discuss specific changes to the BSc entry process with the new director of McGill Enrolment Services, specifically:
  - a. Inclusion of inter-faculty transfers in the target number of admissions to U1.
  - b. Entry pathway for graduates from CEGEP TRP programs.
3. Consider implementing modifications to the QY file review process, specifically:
  - a. Changes to and/or more specific guidelines for evaluation of the applicants' Curricula Vitae.
  - b. Reduction in the number of applicants included in the groups used for the comparative ranking of scores for the CV and Video review.
4. Update and maintain the admissions section of the School's website, as well as any other information available to potential applicants, to ensure a timely, fair and transparent admission process.
5. Work collaboratively with the PT IDEAL committee to ensure that PT admissions processes are equitable and promote diversity at all program levels.
6. Continue participation with the initiatives of the Indigenous Health Professions Program (IHPP).

## PRIMARY ACCOMPLISHMENTS

1. Rules for French language testing exemptions for applicants have been simplified, leading to substantially fewer questions on this topic. The exemption applies to any applicant who has:
  - a. Completed both secondary school and CEGEP in Québec in either French or English
  - b. Completed secondary school in an institution where French was the primary language of instruction.
  - c. Completed CEGEP in Québec in a francophone institution.
  - d. Completed a preuniversity diploma from a program where French was the primary language of instruction (e.g., Baccalauréat d'une académie de France, certificat d'enseignement secondaire supérieur de Belgique, Certificat de maturité de Suisse).
2. Based on discussion with McGill Enrolment Services, we have capped the number of interfaculty transfer students accepted to PT U1 at three per year.
3. Discussions around the QY file review process concluded with only minimal changes meant to clarify the distinction between the “community involvement” and “diversity of experience” categories for evaluation of applicants’ curricula vitae. More detailed instructions were provided to both applicants and evaluators. The number of applicants included in the groups used for the comparative ranking of scores was not changed so as to not require a change in the number of evaluators.
4. Website pages containing information about admissions have been routinely updated to ensure that all information is kept up to date.
5. Cooperation with the IHPP was maintained, with two Indigenous students admitted to the QY in 2022.

## OBJECTIVES FOR NEXT YEAR (2022-2023)

1. Open discussion with McGill Enrolment Services about:
  - a. pre-requisite courses for entry to U1 in order to address a possible admissions pathway for graduates from CEGEP TRP programs.
  - b. Indigenous admissions initiatives for undergraduate students.
2. Update and maintain the admissions section of the School’s website, as well as any other information available to potential applicants, to ensure a timely, fair and transparent admission process.
3. Work collaboratively with the PT IDEAL committee to ensure that PT admissions processes are equitable and promote diversity at all program levels.
4. Continue participation with the initiatives of the Indigenous Health Professions Program (IHPP).

### Membership comments:

*No changes are expected for the membership of the committee for 2022-23.*

submitted on September 7, 2022

**Richard Preuss**

**Chair of the Physical Therapy Admissions Committee**

**SPOT, McGill University**





## OT CLINICAL EDUCATION COMMITTEE REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021 – 2022)

**Chair(s):** Caroline Storr

**Members:** Karen Falcicchio, Anne-Marie Brassard

**Administrative Support:** Nadina Paraschuk

#### OVERALL MANDATE

This committee is engaged in planning, teaching, managing, coordinating, and reviewing all related components of the student learning experience in the clinical courses and the clinical teaching community to prepare each OT graduate for professional licensure. This latter component entails strategic meetings to build capacity, enhance stakeholder engagement, continuous quality improvement and partner recognition through continuing professional development; understanding that the healthcare environment is constantly changing. Members of this group have dedicated time to the OT Program's Clinical Education portfolio which includes 4 clinical courses (28 credits) and 2 non-credit clinical practica seminar courses.

#### OBJECTIVES FOR THE YEAR

1. Collaborate with catchment teaching partners to rebuild teaching capacity following COVID-19
2. Modify student clinical profile to include one mandatory remote (out of Montreal metropolitan area) clinical course (focus on equity, diversity, and inclusion) when appropriate.
3. Facilitate curricular/cohort planning for community rehabilitation practice learning to be integrated into master's Research Projects/M1 Winter term
4. Create 1 new webinar targeted on tele-supervision for clinical educators
5. Collaborate with national committee on fieldwork education (CUFE) to align the new national profile of practice with the development of a new national fieldwork evaluation

#### PRIMARY ACCOMPLISHMENTS

This report captures summer term 2021, Fall term 2021 and Winter term 2022. Given the recurrent pressure on human resources and institutional teaching capacity challenges with the ongoing pandemic, partnership innovation and communication has continued to be extremely important in order to recruit quality clinical course assignments and train new supervisors for our M1 and M2 OT cohorts.

The OT program received 339 student clinical course offers and utilized 304 student assignments during this time interval in 5 different applied clinical courses in collaboration with 258 different OT clinical supervisors/educators in 116 different health and social services sites/community agencies. Exceptionally there were 5 instead of the usual 4 clinical courses this past year due to carry-over of missed clinical hours from the previous year (attributed to the pandemic lack of clinical capacity). So, in summer 2021, there were 3 clinical courses instead of the usual 2. One of these 3 clinical courses was 97% role-emerging/community or non-conventional (65/67 students) in student practice design for the M1 cohort in order to compensate for the lack of role-established (conventional) institutional offerings. Table 1 below reflects the supervisor model utilized by our different clinical supervisors/students during 2021-22. Each clinical course had site cancellations for a year total of 18, late offer entry, and a few offers that did not match student profile requirements or student interest for a total of 35 offers.

<b>Table 1: Supervision Model</b>	<b>#</b>
<b>2 Students to 1 Supervisor</b>	48
<b>2 Students to 2 Supervisors</b>	19
<b>1 Student to 1 Supervisor</b>	127
<b>1 Student to 2 Supervisors</b>	45
<b>Role-Emerging 1 to 1</b>	1
<b>Role Emerging 2 to 1</b>	37
<b>Community Service 2 to 1</b>	19
<b>Role-emerging group</b>	8

304

Further examination of our offers/teaching capacity indicate the following:

1. rotation types vary but the predominance of offers are in mental health, pediatrics, musculoskeletal and general physical health (homecare/long-term care/seating and positioning). We receive offers in acute care, neurology, vocational, and other specialized programs but in very small numbers.

2. In terms of lifespan characteristics of our teaching partners' offers, table 2 below shows the breakdown.

<b>Table 2: Lifespan</b>	<b>#</b>
<b>Paediatrics</b>	66
<b>Adults</b>	76
<b>All Age Groups</b>	27
<b>Paediatrics &amp; Adults</b>	7
<b>Adults - Older Adults</b>	106
<b>Older Adults</b>	22

3. In terms of our teaching partners' capacity for this past year see table 3 below for total offers of our top 5 partners

**Table 3: Teaching capacity by teaching partner**

<b>Integrated partner name</b>	<b>installation greater than 10</b>	<b>#</b>
CIUSSS Centre-Ouest	JGH (14)/CRLC (11)	55
MUHC	MGH (MH-13)	43
CIUSSS Ouest de L'Île		31
CISSS Laval	CR Jewish Rehab (14)	15
CH Villa Medica	same	12

4. In terms of location we had 4 International placements (all at Amar Seva Sangam in India and all virtual for both tele-supervision and tele-Rehab), 17 out of province in Canada and 1 out of McGill catchment in Quebec. This represents a significant reduction as compared to pre-pandemic times.

We introduced the requirement that all students need to be prepared for a more remote Quebec clinical course assignment so that our capacity can be expanded to include all of our McGill RUIS partners including CISSS Monteregie Ouest, CISSS Abiti-Temiscamingue, CISSS de L'Outaouais and the Cree (Eeyou) Board of health and social services of St James Bay. Full or partial funding is available through internship support with the McGill Dialogue project or the Cree board itself for this territory. During this past year, we were able to send 6 students to the Cree territory despite the travel restrictions under special terms to address the population's health needs and 2 students to the Nunavik health and social services board.

We collaborated with many different community agencies with varied missions (27) this past year and continue to discuss this important outreach student service with the OT curriculum committee as part of our curricular renewal plan. We partnered with 23 different private clinics.

Many of our students participated in hybrid models of service delivery as the pandemic has evolved as many sites have established both in-person and virtual telerehab models of service delivery. Only 4 students participated in 100% telerehab this past year (ASSA in India). Most of the role-emerging community partnerships in summer 2021 were largely virtual with small in-person components. We have continued to include practice and training in telerehab as a part of our OCC1-500 pre-clinical practicum seminar course with content developed in summer 2020. We did not develop a new module as our efforts have been allocated into building **the spotlight on telerehab** knowledge hub website project funded by Dialogue McGill (C. Storr=project coordinator). An excellent IPE powerpoint presenting tele-supervision will be posted on this website. This project targets both clinicians and our students with an anticipated live launch in Fall 2022.

Ongoing discussions with the national committee on fieldwork education(CUFE) has focused on building consensus amongst the 14 university OT programs in Canada to develop a new national fieldwork evaluation tool in synchronization with the implementation of the new OT National Competencies. Following our May 2022 meeting, C. Storr will participate in this national initiative that has been approved by ACOTUP.

## OBJECTIVES FOR NEXT YEAR (2022-2023)

1. Collaborate/innovate with catchment teaching partners to rebuild teaching capacity following COVID-19 (A.M. Brassard, K. Falcicchio, C. Storr)
2. Facilitate curricular/cohort planning for community rehabilitation practice learning to be integrated into master's Research Projects/M1 Winter term (part of OT curricular renewal) (C. Storr)
3. Collaborate with national committee on fieldwork education (CUFE) to align the new national profile of practice with the development of a new national fieldwork evaluation (C. Storr)
4. Implement ACOTUP- ROE national accommodation pilot project with McGill OSD office (K. Falcicchio)

Submitted on August 2, 2022

**Caroline Storr**  
**Chair of the OT Clinical Education Committee**



## PHYSICAL THERAPY CLINICAL EDUCATION TEAM

MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY

ANNUAL COMMITTEE REPORT (2021 – 22)

REPORT INCLUDES 3 ACADEMIC TERMS – FALL 2021, WINTER 2022 AND SUMMER 2022

**ACCE (Academic Coordinator for Clinical Education):** Adriana Venturini until December 31<sup>st</sup>, '21.  
Crystal Garnett as of January 1<sup>st</sup>, 2022

**AACCE's (Associate Coordinator for Clinical Education):** Martha Visintin; Crystal Garnett until  
December 31<sup>st</sup>, 2021; Sarah Turgeon-Desilets as of February 14<sup>th</sup>, 2022

**Administrative Support:** Nadina Paraschuk

### OVERALL MANDATE

The clinical education team has a mandate to ensure each physical therapy student who completes the physical therapy program is eligible for licensure as a physical therapist by ensuring the student successfully meets the required clinical education requirements.

The work of the clinical education team is supported by the PT Clinical Advisory Committee, an adhoc committee including key members from the clinical community. The mandate of the advisory committee is to:

- Ensure optimal feedback between clinical supervisors and the School, following clinical placements.
- Promote communication between clinical supervisors and the School in order to:
  - validate the clinical objectives for each level of clinical placements (reality check)
  - obtain feedback and receive information regarding the overall PT Program.
- Facilitate and ensure that students receive maximal benefits from their clinical placements.
- Collaborate and strategize to improve availability of clinical placements by defining new supervision models.

### OBJECTIVES FOR THE YEAR 2020-2021

1. Ensure clinical placements for PT students that provide optimal learning environments to develop their competencies for PT practice. (objective met)
2. Ensure a smooth transition in ACCE roles and responsibilities. (objective met)
3. Prepare for accreditation, specifically: (objective partially met)
  - a. Maximize the contribution of the work study employee.
  - b. Update documents relevant for the self-study report (SSR) i.e.: NACEP profiles, cohort profiles, tables for SSR.
  - c. Update the PT program clinical education portion of the SPOT website.

4. Together with the Accreditation and Education Quality Improvement Unit at the Faculty of Medicine and Health Sciences, complete the review of the grading system for clinical placements. (objective met)
5. Together with POTUS/PT program-IDEAL Committee/SPOT and SACE (Social Accountability and Community Engagement Office), enhance content on equity, diversity and inclusiveness in the preparation students receive for clinical placements. (objective not met)
6. Optimize the use of the ATLAS platform for the clinical education courses. (objective met)
7. Review content for the seminars to prepare students for clinical placement by proposing a one-credit course to the PT curriculum committee. (objective not met)

## PRIMARY ACCOMPLISHMENTS

### 1. Placement capacity:

The necessary number of clinical placements for PT students to pursue their trajectory toward program completion was met. PT students mostly affected by curricular changes due to Covid completed the PT program during the Fall 2021 term. To ensure these students met program requirements, 31 of 66 students completed a split clinical placement (placement split between 2 sites offering different areas of practice or different practice settings) for final placement. About 1/3 of this cohort completed the program on time and 2/3 completed the program by December 2021. The cohort that started their placements during the Summer 2022 term are back to a usual trajectory.

The revised ACP - the ACP 2.0, has been implemented with the 2 summer placements 2022 (PHTH 571 & PHTH 572). A pdf fillable version was developed by C.Garnett and the work study student. A webinar was organized for supervisors to familiarize them with this new evaluation tool.

2. Transition of ACCE roles was considerably smooth, despite challenges resulting from the added work in clinical with the ongoing COVID pandemic and given the clinical time required for the Program Accreditation Self-Study Report. In addition, Sarah Turgeon-Desilets has been hired as AACCE at 0.2 FTE in February 2022.

3. Preparing for accreditation: A work study student collaborated with A. Venturini to update of the student cohort profiles evidence document. M. Visintin took the lead on completing Standard 4 of the Program Accreditation Self-Study Report. The report is due early October 2022. Clinical education documents located on the SPOT website will be updated September-October 2022.

4. Accreditation and Education Quality Improvement Unit at the Faculty of Medicine and Health Sciences completed the review of the grading system for clinical placements. The main findings suggest that:

- The number and sequence of failed placements are similar for both the P/F and the letter grading systems.

- The number of discontinued placements for performance or non-performance related issues is lower with the letter grading system. This may be the result of students with weak performances being identified earlier in the program with the letter grading system. These students are provided mentoring and remediation to support them through their clinical placements.

5. The PT clinical team has not yet met with relevant committees and offices to enhance content on equity, diversity and inclusiveness in the preparation students receive for clinical placements.

6. The ATLAS platform has been updated with the 2021-2022 clinical education courses.

7. Content for the clinical seminars to prepare students for clinical placement will be reviewed by the clinical team during the Fall 2022. The team would like to have a one-credit course or zero-credit course and is currently reviewing the advantages and disadvantages for each option. Once a decision is reached, a proposal will be made to the PT curriculum committee.

## OBJECTIVES FOR NEXT YEAR (2022-2023)

### PT program specific objectives

1. Review cohort profile template for accuracy and input data immediately after each clinical practicum.
2. Review and update content for the 6 Clinical Seminars.
3. Review and update documents provided to clinical educators prior to a clinical practicum.
4. Update the content and optimize the use of the SPOT clinical education website.

Respectfully submitted on:  
September 14<sup>th</sup>, 2022

Crystal Garnett  
Academic Coordinator of Clinical Education  
Chair of the PT Clinical Advisory Committee  
SPOT, McGill University



## OCCUPATIONAL THERAPY CURRICULUM COMMITTEE REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021-22)

**Chair(s):** Sara Saunders

**Members:** Cynthia Perlman, Caroline Storr, Marie-Eve Bolduc, Aliko Thomas (ad hoc), Heather Lambert, Melissa Park, Marie Brossard-Racine, Giovanni Arcuri, Elliot St-Pierre (Student Representatives)

**Administrative Support:** Suzana Pejovic

#### OVERALL MANDATE

The Curriculum Committee ensures curricular excellence and innovation through leadership in curriculum development, instructional design, evaluation of learning, and faculty development. The Curriculum Committee's work is based on best evidence in health education coupled with pedagogies that value human rights, inclusion and diversity. The Curriculum Committee, in line with the scholarship of practice model, promotes engagement and collaboration of the faculty and students, partners within McGill University (Centre for Medical Education, Assessment and Evaluation Unit, Teaching and Learning Services, Social Equity and Diversity in Education, First People's House) as well as local and international clinical partners and other stakeholders to strengthen initiatives for interprofessional education, educational research, innovation, and clinical excellence.

#### OBJECTIVES FOR THE YEAR

1. Curriculum refinement and renewal
  - a. Use data to inform decision on supporting blended teaching practices within the curriculum.
  - b. Explore role of OT-GAPE in evaluating EDI initiatives within the curriculum.
  - c. Update pediatric content and solidify the pediatric stream within the curriculum.
  - d. Create plan for implementation of Competencies for Occupational Therapists in Canada in 2022/23.
  - e. Create Premasters OSCE for Winter, 2023
  - f. Update POTH 624 (Masters Research Projects) with input from faculty and community partners.
  - g. Plan a structured approach to long-term collaborations with community groups in the formal curriculum.
2. Accreditation preparation
  - a. Complete draft of Standard 2 in Accreditation Self-Study report.
  - b. Update the Conceptual Framework with stakeholder input.
  - c. Create Atlas curriculum reports relevant for accreditation.



3. Facilitate the enhancement of faculty's pedagogical expertise/knowledge/competency
  - a. Ensure all new faculty have been provided a teaching mentor.
  - b. Facilitate reflection and faculty development around EDI initiatives.
4. Addressing racism and ableism in the curriculum
  - a. Develop guidelines/approaches for anti-oppressive teaching focused on student and faculty well-being and belonging
  - b. Map diversity in the curriculum in relation to representation, teaching content and learning objectives (cases, practice models, guest speakers, and associated learning objectives and teaching paradigms)
5. IPE
  - a. To support the IPE initiatives and ensure alignment with OT curriculum
6. Curriculum Review Day
  - a. Develop and implement curriculum review day.

## PRIMARY ACCOMPLISHMENTS

1. Curriculum refinement and renewal
  - a. Use data to inform decision on supporting blended teaching practices within the curriculum.
    - The OT Student Experience with Remote Learning Report was created in collaboration with the Office for Accreditation and Education Quality Improvement (OAEQI) and highlighted successful aspects and challenges to remote learning.
  - b. Explore role of OT-GAPE in evaluating EDI initiatives within the curriculum.
    - This work is ongoing. Have begun discussions with the OAEQI group, the REPAIR Committee, and students who have attended the Beading Sessions.
  - c. Update pediatric content and solidify the pediatric stream within the curriculum.
    - This work is ongoing. Mapping has been completed and some changes have been made to the curriculum. This work will continue with the curriculum renewal discussions in the coming years.
  - d. Create plan for implementation of Competencies for Occupational Therapists in Canada in 2022/23.
    - The CIC met a few times throughout the year and created the implementation plan that has been approved by faculty. This plan will be implemented over the coming years starting with a stakeholder consultation session to be held over the summer.
  - e. Create Premasters OSCE for Winter, 2023
    - Planning is going well. Cynthia will be creating draft cases this fall. The OCC1 549 team has added a pediatric SIM experience for students next year that will eventually be replaced by an fOSCE.
  - f. Update POTH 624 (Masters Research Projects) with input from faculty and community partners.

- Have had some discussion this year. A decision was made to send out the call for research questions to clinicians before faculty. Will continue this conversation during curriculum renewal discussions in the coming year.
  - g. Plan a structured approach to long-term collaborations with community groups in the formal curriculum.
    - This work is ongoing. We hope that mechanisms for this will emerge as part of curriculum renewal conversations.
2. Accreditation preparation
    - a. Complete draft of Standard 2 in Accreditation Self-Study report.
      - This work has been divided up amongst committee members and the work will be ongoing over the summer and fall.
    - b. Update the Conceptual Framework with stakeholder input.
      - This work has been deferred to next year.
    - c. Create Atlas curriculum reports relevant for accreditation.
      - Mapping is being completed by faculty and reports will be created by Marie-Eve over the summer.
  3. Facilitate the enhancement of faculty's pedagogical expertise/knowledge/competency
    - a. Ensure all new faculty have been provided a teaching mentor.
      - All new instructors within the Program were offered support and debriefing opportunities in the past year.
    - b. Facilitate reflection and faculty development around EDI initiatives.
      - With faculty input, two faculty development opportunities were created. Hot SPOT, a space created for OT faculty to share successes and challenges with tackling EDI conversations and curriculum within our classrooms, has occurred once per month. The Expanding Horizons Journal Club was also created. This is a monthly journal club open to faculty, staff, and students. The aim of this club was to have a space to read and discuss articles that can prompt reflection on how openness can be cultivated to diverse experiences, ways of knowing, knowledge systems, and perspectives on rehabilitation, person-centered relationships, caring and healing, and other aspects of practice. Finally, faculty were encouraged to attend this year's Scholar's Rounds with Professor Sinacore.
  4. Addressing racism and ableism in the curriculum
    - a. Develop guidelines/approaches for anti-oppressive teaching focused on student and faculty well-being and belonging
      - Conversations have begun between REPAIR, the Equity office, SACE and a representative from TLS. This conversation will continue in the fall.
    - b. Map diversity in the curriculum in relation to representation, teaching content and learning objectives (cases, practice models, guest speakers, and associated learning objectives and teaching paradigms)

- A working group was created and conversations were had on how to approach this objective. This work will continue in the following year in conjunction with competency implementation.

## 5. IPE

### a. To support the IPE initiatives and ensure alignment with OT curriculum

- OIPE offered the IPEA curriculum to over 800 students from 9 professional programs with the inclusion of Social Work and Dietetics. The IPE curriculum was offered within a blended learning structure for IPEA 501, 502, and 503 comprising preparatory asynchronous online activities coupled with a variety of live interactive activities using the Zoom platform, facilitating a flipped classroom format. The full IPE curriculum now includes reflective formative assessments. IPEA 503 (Managing Interprofessional Conflict) revisions for 2022 were based on student and facilitator feedback from 2021 (initial pilot year). M1 OT students requested earlier communication from OIPE about IPE course changes to augment their preparation during a heavy Winter term.
- The OIPE continues to scaffold Campus Outaouais (CO). CO students participated in IPEA 501 and 503 with McGill students (including OT students) through planned French language interprofessional groups.
- OIPE successfully attained Continuing Professional Development Accreditation for IPEA 503.
- Cynthia Perlman was appointed Director, OIPE (3 year term). A strategic plan will be presented at the OIPE Retreat on June 8, 2022.

## 6. Curriculum Review Day

### a. Develop and implement curriculum review day.

- OTCRD was held in person with the title of: Curriculum Past, Present and Future. We spent the day reviewing past and present Educational and Professional Conceptual Frameworks with the goal of preparing Standard 2 for accreditation. We then spent the rest of the day reviewing the new competencies and discussing implementation strategies.

### Membership comments:

*Marie-Eve Bolduc will become co-chair of the committee for the coming year. Patricia Belchior will fill the rotating seat in the upcoming year. Alike Thomas will continue to be an adjunct member, as she will continue to chair the CIC. One more member will be sought over the summer to take Alike's seat for the upcoming year.*

Submitted on July 18, 2022

**Sara Saunders**

**Chair of the OTCC Committee**



## PT CURRICULUM COMMITTEE REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021 – 22)

**Chair(s):** Liliane Asseraf-Pasin

**Members:** R. Preuss, M. Roig, I. Pearson, J. Spahija, C. Perez, J. Fung, Adriana Venturini, Ana Moga, Tania Janaudis-Ferreira, and PT Student Representatives from U3QY and M1 cohorts:

**Administrative Support:** Marlene Brettler, Student affairs coordinator

**Meetings:** Four formal meetings were held: October 18, 2021, February 19, 2021 and two-half days curriculum review were organized on June 19 & 22, 2021.

Two students participated at the curriculum review days: Katrina Desabrais and Tiffany Te.

Two other meetings in March & May 2022 were organized to prepare the program changes and course submission to FCC.

#### OVERALL MANDATE

The Curriculum Committee ensures curricular excellence and innovation through leadership in curriculum development, instructional design, evaluation of learning, and faculty development.

#### OBJECTIVES FOR THE YEAR

1. Use ATLAS platform to support our curriculum review process
2. Plan for Physiotherapy Education Accreditation Canada (PEAC) visit due February 2023
  - a. Begin meetings with standard leads to prepare the 2022 accreditation SSR submission
  - b. Establish a timeline for the accreditation.
3. Review the PT curriculum content in view of the new PEAC standards (2021)
4. Review the fourth IPEA 503 course
5. SPOT@680 Sherbrooke: Establish working group to review space needs for our curriculum.

#### PRIMARY ACCOMPLISHMENTS

1. Use ATLAS platform to support our curriculum review process
  - 1.1 The purchase of ATLAS allowed our faculty to upload all our curricular documents. The reports that can be generated allows us to be accountable and responsive to immediate concerns (ex: missing content in the area of geriatric, diversity, cultural awareness and systemic racism in our curriculum).
  - 1.2 All course outlines have been uploaded on the ATLAS platform. However, it was noticed that not all faculty have inputted equivalent amount of material onto the platform. It will definitely be a challenge and time consuming to maintain the ATLAS updated every year. The suggestion that a dedicated staff should assist faculty for this task was brought to the joint steering committee for discussion and will be assessed next year.

2. The Physiotherapy Education Accreditation Canada (PEAC) visit is planned for Feb 6-7-8, 2023.
  - 2.1. Standard leads were selected and a timeline established for the 2023 accreditation visit.
  - 2.2. The curriculum committee collaborated with the Assessment and Evaluation Unit and the Office of Accreditation & Education Quality Improvement, which have provided extremely valuable support to the PT Accreditation Committee. A special thanks goes to Dora Epee Epeti, Manon Tombi, and Bruna Salhany.
  - 2.3. The Chair mapped out the steps necessary to achieve the submission of the 2023 SSR.
  - 2.4. The PT SSR report is due on October 3, 2022.
3. Review the PT curriculum content in view of the new PEAC standards (2021)
  - 3.1 The curriculum committee concentrated this year on completing the Accreditation Self-Study Report (SSR) and on gathering all pertinent evidence for each standards. Each CC member was assigned the responsibility of a standard as standard lead.
  - 3.2 Major revisions were done to course outlines in order to ensure that the PT curriculum addresses concepts of EDI and plans for a transformation of the curriculum.
    - 3.2.1 Creation of the IDEAL committee. This committee is responsible for making recommendations regarding the integration of EDI competencies at the various committee levels (Admissions, Curriculum, etc.). IDEAL committee student representatives are involved in the overall EDI strategic planning activities for SPOT.
    - 3.2.2 Recommendations from IDEAL were presented and accepted by Faculty for:
      - i. Gender identity pronoun use in the program,
      - ii. Gender identity pronoun use in the clinical setting, and
      - iii. Land acknowledgment for course instructors.
  - 3.3 All PT courses were adapted for remote/online synchronous and asynchronous teaching during the COVID-19 pandemic. Major re-scheduling of laboratory sessions for all practical courses were completed to ensure a safe learning environment for students, following provincial health & safety policies and McGill University policies.
  - 3.4 An X-ray prescription course was designed to be given in the M1 year as an optional 1-credit professional complementary course. This course was requested by students, during Students /Faculty Liaison meetings.
  - 3.5 The CC submitted several changes that include the reduction of credits for the clinical placement courses PHTH 571 & PHTH 572 from 7 to 6 credits, and PHTH 573 from 8 to 7 credits. The extra 3 credits gained will be used to adjust the Pediatrics course from 2 to 3 credits, and allow the creation of a new mandatory geriatrics course of 2 credits for 2023. The program changes were passed at the FCC in May 2022 and suggestions from that committee were integrated and presented at the September 2022 FCC meeting. These changes are awaiting approval.
  - 3.6 Faculty development
    - 3.6.1 A Curriculum Review Day workshop for all PT Faculty and student representatives was conducted on June 22, 2022. The plenary educational workshop entitled "Curriculum, Assessment, Teaching and Learning" was facilitated by Professor

Dianne Bateman, Richard Preuss, Liliane Asseraf-Pasin, and Dianne Bateman also facilitated four small group activities on the following topics:

- i. How do we teach our students to conduct patient-centred interviews?
- ii. How do we teach our students the H-SOAPIER format?
- iii. How do we teach our students to set goals for PT intervention?
- iv. What outcome measures and rating scales do we teach our students to use?

#### 4 Office of interprofessional Education (OIPE)

4.1 Guided the evaluation of the 4th IPEA 503 course on conflict management for the OIPE.

4.2 Co-chaired the IPE curriculum committee (Liliane Asseraf-Pasin & Cynthia Perlman)

4.3 Continue to facilitate IPE faculty development and engagement in IPE activities.

#### 5 Move to SPOT@680 Sherbrooke

5.1 This objective was not met due to delays caused by the McIntyre Building fire repairs and the COVID-19 Pandemic. A working group will continue to review space needs for teaching our curriculum

5.2 The FMHS is conducting a full review to assess possible relocation of the physical space for SPOT. A report is being developed by Campus Planning addressing the insufficiency of space for our program.

### **OBJECTIVES FOR NEXT YEAR (2022-2023)**

1. Integrate new competencies from PEAC's Standard 5 Accreditation standards. (include areas that may not yet be covered in a comprehensive way into our curriculum, ex: EDI competencies from standard 5).
2. Systematic use of ATLAS curriculum mapping to allow us to see any gaps, strengths, or redundancies in our curriculum.
  - a. Use ATLAS to describe how our content is assessed and determine the level of formative vs summative assessment methods.
  - b. Identify the % of all assessment strategies within our curriculum (MCQ, OSCE, Presentations, group vs individual assessments.
  - c. Store and Share clinical cases and Map diversity of cases
3. Support the PEAC accreditation follow-up process and ongoing program evaluation with the creation of timely reports.
4. Develop a 2-credit geriatrics course
5. Increase number of exercise prescription concepts and practice in the B.Sc. curriculum.
6. Assist the development of the Bridging program curriculum.

#### Membership comments:

*Jadranka Spahija will be on Sabbatical for 2022-2023 year – to be replaced by Nicholas Bourgeois.*

Submitted on September 27, 2021

**Liliane Asseraf-Pasin**

**Chair of the Curriculum Committee**



## OT-REPAIR COMMITTEE REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021 – 2022)

**Chair(s):** Hiba Zafran

**Faculty Members:** Sara Saunders, Susanne Mak, Barbara Shankland, Caroline Storr, Raphael Lenchuca, Madeleine Bonnard.

**Student reps:** Cassandra lee (VP Equity POTUS), Amy Runlan Gan (VP Equity SPOTGSA)

**Administrative Support:** nil

#### OVERALL MANDATE

Building on current individual and collective equity efforts by at SPOT, McGill, and the profession, this group contributes to socially accountable occupational therapy across the OT program spheres of student experience, community-program partnerships, outreach and admissions, academic education, and fieldwork practice.

#### OBJECTIVES FOR THE YEAR

1. Appraise inclusivity of OT admissions processes in order to identify OTAC's next equity actions
2. Establish a culture of dialogue around EDI topics with OT faculty (including fieldwork faculty), and learners, in order to identify areas of concern and plan effective actions
3. Prioritize the socially accountable principles of transparency and participation in the first year of the OT REPAIR in exploring the OT program-as-community equity priorities

#### PRIMARY ACCOMPLISHMENTS

1. Group established January 2021. Jan-June 2021:
  - i. Established terms of reference, mandate, guiding framework, and 3-5 year goals
  - ii. Analysis of SPOT diversity data, student letters to Directors Council, McGill EDI policies and evolving landscape in Canadian OT
2. **2021-2022**
  - a. OT Admissions Committee (OTAC): accountability mapping completed, funding obtained, and study evaluating specific barriers for equity groups completed with publication
    - i. Razek, L., Zafran, H., Shankland, B. & Storr, C. (2022). [From concern to commitment: Learning to center equity in occupational therapy admissions processes](#). *McGill Journal of Global Health*, XI, 32-38
    - ii. OTAC following up with objectives based on the findings.

- b. Learner-centred equity:
  - i. Becoming Equitable through Accountable Doing (BEAD): Implemented a regular series for students to share equity concerns and ideas. This is a closed OT student space co-facilitated with the VP Equity student representatives.
  - ii. Collaboration with the WELL Office to offer closed gathering spaces for historically excluded learners.
  - iii. Mediated consultation with genderqueer identifying OT learners to appraise fieldwork concerns and needs – collaboration with Equity education advisors
- c. Fieldwork: Implemented a continuing professional development activity on Diversity and Equity as part of the annual Spring Clinical Day 2022 with our clinical partners, in collaboration with equity education advisors.
- d. Faculty
  - i. Implemented HotSpot, an OT faculty peer-learning space to share successes and challenges with tackling EDI conversations and 'hot moments' in class.
  - ii. Dynamic co-creation of the SPOT Expanding Horizons Journal Club open to faculty, staff, and students to discuss articles that prompt reflection on how we can cultivate openness to diverse experiences, ways of knowing, knowledge systems, and perspectives on rehabilitation, person-centered relationships, caring and healing, and other aspects of practice.
  - iii. Creation of a “Principles for dialogue” document to support HotSpot and the Horizons Club, developed in collaboration with SACE, TLS and the McGill Equity team.
- e. Intentional increase in racialized representation in the OT mentoring program
- f. Outreach initiative developed with the Kahnawake survival school and IHPP
- g. Reconciliation: OT Indigenous curriculum at 5-year mark. Review of the original [“Laying a foundation for Indigenous partnerships and topics”](#). The OT program has engaged in the majority of the 50 community and evidence-informed recommendations outlined in the report: 29 (58%) of the recommendations have been achieved, 11 (19%) are in progress, and 10 (20%) have not been achieved because they are out of the scope of the OT program’s mandate, resources or influence for now.
- h. VP Equity students:
  - i. Established and developed new VP Equity positions
  - ii. Collaborated with Medical Herstory to offer a student workshop on gender bias in healthcare.
  - iii. Established a social media channel to learn about equity in rehab
  - iv. Engaged in Justice-Centered Rehab initiatives, including discussion events and educational posts.
  - v. Co-facilitated the BEADing series and other consultations with students
- i. OT REPAIR website designed and uploaded: <https://www.mcgill.ca/spot/programs/ot/equity>



## COLLABORATIVE OBJECTIVES FOR NEXT YEAR (2022-2023)

1. Curriculum
  - a. Designing formal, sustainable and inclusive mechanisms for students and faculty to engage in continuous and responsive equity learning, appraisal and improvement of the curriculum. In alignment with Section C of the 2021 OT Competency document and in collaboration with the OT Competency Implementation Committee
  - b. Developing anti-oppressive/inclusive teaching guidelines.
  - c. Indigenous curriculum mapping in line with the new 2021OT competencies
2. Program Evaluation: Student Experience
  - a. Identifying student-centred equity indicators at the level of program evaluation.
  - b. Maintain student BEADing series
3. Faculty: Maintain HotSpot, Expanding Horizons Club and OT Faculty EDI dialogues
4. Incoming student VP Equity reps: establish an ongoing mentoring process with REPAIR chair to support student initiatives
5. Support OTAC and Program's Fieldwork faculty's equity-focused actions

### Membership comments:

*Student VP Equity representatives change on an annual basis. Will be mentored in early fall.*

JUNE 20, 2022

**HIBA ZAFRAN**

**Chair of the OT-REPAIR Committee**



**PHYSICAL THERAPY INCLUSION, DIVERSITY,  
EQUITY & ANTIRACISM IN LEARNING (IDEAL) COMMITTEE**

**McGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY  
ANNUAL COMMITTEE REPORT (2021 – 2022)**

**Chair:** Richard Preuss (PT Faculty)

**Members:** Amy R. Gan (SPOT GSA Equity Rep); Sarah Marshall (PT Faculty); Tiffany Te (POTUS Rep); Marcia de Aquino (Clinician Rep)

**Administrative Support:** Laura Garcia

**OVERALL MANDATE**

The mandate of the IDEAL committee is to research, review, and recommend policies and procedures, for the McGill Physical Therapy program, which are justice-driven and anti-oppressive. These policy recommendations may be related to the recruitment, admission, and retention of students, faculty, and instructors; opportunities for professional development for faculty; curriculum content and clinical learning opportunities for students.

**OBJECTIVES FOR THE YEAR**

1. Develop IDEAL guidelines for all stakeholders in the McGill PT program.
  - a. PT committees (e.g., curriculum, admissions).
  - b. PT instructors.
  - c. PT students.
  - d. Clinical instructors.
2. Identify specific gaps related IDEAL issues by actively seeking feedback from relevant stakeholders.
  - a. PT students.
  - b. Clinical instructors.
  - c. PT instructors and faculty.
3. Develop and/or maintain partnerships and communication with other groups at McGill who are addressing IDEAL issues:
  - a. Equity at McGill
  - b. Indigenous Health Professions Program
  - c. SACE office
    - i. Widening Participation Committee
    - ii. Faculty of Medicine Equity Committee
    - iii. Action Plan to Address Anti-Black Racism
  - d. OT REPAIR committee

4. Develop a template for a meaningful land acknowledgement for use within the PT program, along with recommendations for its use.
5. Develop a webpage for PT IDEAL on the SPOT website to provide easy access resources for faculty, students, and staff.

#### PRIMARY ACCOMPLISHMENTS

1. IDEAL guidelines were developed in the following areas, based on feedback from students and faculty regarding the most urgent areas requiring consensus guidelines:
  - a. Gender identity and pronouns – program etiquette
  - b. Gender identity and pronouns – clinical etiquette
  - c. Indigenous land acknowledgement – course instructorsItems a. and b. were presented to and approved by the PT Faculty at the annual Curriculum Review Day on June 30, 2022.

#### OBJECTIVES FOR NEXT YEAR (2022-2023)

1. Finalize IDEAL recommendations for Indigenous land acknowledgement and present these to PT faculty.
2. Develop guiding principles for PT IDEAL (e.g., avoiding pitfalls such as dichotomous reasoning and negative attribution bias).
3. Maintain partnerships and communication with other groups at McGill who are addressing IDEAL issues.
4. Develop a webpage for PT IDEAL on the SPOT website to provide easy access resources for faculty, students, and staff.

#### Membership comments:

*Amy Gan will be graduating in 2022. The new POTUS equity rep will be invited to take her place on the PT IDEAL committee.*

submitted on September 7, 2022

**Richard Preuss**

**Chair of the PT IDEAL Committee**



## STEERING COMMITTEE REPORT

### MC GILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY STEERING COMMITTEE ANNUAL REPORT (2021 – 22)

**Co-Chair(s):** Sara Saunders & Liliane Asseraf-Pasin

**Members:** Laurie Snider, Susanne Mak, & Richard Preuss

**Administrative Support:** Suzana Zavila Pejovic

#### OVERALL MANDATE

Ensure a coordinated, collaborative, and consistent approach to the delivery, evaluation and revision of the Occupational and Physical Therapy Programs to optimize resources, efficiency and pedagogical excellence.

#### OBJECTIVES FOR THE YEAR

1. Monitor and support quality control and program evaluation mechanisms for the professional program curricula to achieve standards of student performance leading to professional competencies.
2. Uphold and promote the curricula for interprofessional education (IPE) within the School and through the Joint Steering Committee.
3. Ensure the implementation of course and program revisions.
4. Review the comprehensiveness and feasibility of admissions procedures for OT and PT undergraduate and professional programs, and revise them as needed
5. Oversee the curriculum mapping processes for OT and PT professional programs
6. Monitor and support scheduling and timetabling processes to achieve optimal students learning environment
7. Provide updates from the OT and PT Curriculum committees to ensure coordination of curricular activities (integration of WELL office workshops, updates to clinical seminars).
8. Contribute to the review and revision of program-related policies and procedures.
9. Maintain ongoing monitoring and support for accreditation process and documentation for both OT and PT professional programs.

#### PRIMARY ACCOMPLISHMENTS

Five meetings were held this year: September 29, 2021; November 30, 2021; February 7, 2022; March 28, 2022, and May 16, 2022.

1. OSD Communication
  - a. Initially having a dedicated person from the OSD working with SPOT was found to be very beneficial. Unfortunately, over the course of the school year, many issues arose having to do with short staffing and turnover in the OSD causing communication problems. Susanne Mak and Richard Preuss continue to meet with the OSD to try to improve the procedures.
2. Curriculum mapping
  - a. OT curriculum mapping to the current Profile of Practice has been completed. Reports will be generated over the summer to include in the accreditation documents. Mapping to the new competencies will begin in the Fall.
  - b. PT curriculum mapping to the New Competency Profile of physiotherapists in Canada has been completed. Reports will be generated over the summer for the accreditation visit planned in February 2022. Mapping of the assessment methods used in the PT curriculum will begin in Fall 2022.
3. AEC 11
  - a. There have been a number of issues with the AEC-11 that were discussed over the year. These include problems with paying guest lecturers, issues with hiring faculty and the lack of budgetary support. Some of these issues have been resolving with the increase in staff in the AEC 11, however, many issues remain. A full review of the policies and procedures for posting and hiring will be conducted by Mr. Daniel Baril with input from the Directors.
4. SPOT move to 680 Sherbrooke
  - a. Many meetings were held with the design team from the Campus Planning and Development Office to look at the needs of SPOT for a potential move to 680 Sherbrooke. Unfortunately, after a feasibility study and many discussions it was concluded that the space being offered did not meet the needs of SPOT. It is unclear what the next steps will be in procuring new space for SPOT.
5. Accreditation
  - a. OT Program accreditation is advancing with drafts of all Standards due over the summer.
  - b. PT Program will be depositing their draft accreditation report on July 18<sup>th</sup> with a final document submission to PEAC planned for October 3<sup>rd</sup>, 2022.
6. EDI
  - a. The REPAIR (OT Program) and IDEAL (PT Program) committees continue to oversee initiatives pertaining to EDI within the respective programs. Some initiatives this year included discussion on the use of pronouns on nametags in the clinical setting, and the creation of the Expanding Horizons Journal Club to facilitate EDI discussion. Several workshops were offered to PT faculty on EDI to better respond to the needs of the students and to comply with the new PEAC accreditation standard 5.2, 5.3, & 5.4.
7. Timetabling
  - a. This is an ongoing discussion to continue to improve the timetabling process to save time and confusion for all involved.

## OBJECTIVES FOR NEXT YEAR (2022-2023)

1. Monitor and support quality control and program evaluation mechanisms for the professional program curricula to achieve standards of student performance leading to professional competencies.
2. Uphold and promote the curricula for interprofessional education (IPE) within the School and through the Joint Steering Committee.
3. Ensure the implementation of course and program revisions.
4. Develop the new PT Bridging program and submit to GPS for approval
5. Review the comprehensiveness and feasibility of admissions procedures for OT and PT undergraduate and professional programs, and revise them as needed
6. Continue the curriculum mapping processes for OT and PT professional programs
7. Monitor and support scheduling and timetabling processes to achieve optimal students learning environment
8. Provide updates from the OT and PT Curriculum committees to ensure coordination of curricular activities (integration of WELL office workshops, updates to clinical seminars).
9. Contribute to the review and revision of program-related policies and procedures.
10. Submit accreditation reports for respective OT and PT professional programs.

**Submitted July 15, 2022**

**Liliane Asseraf-Pasin & Sara Saunders  
Co-Chairs of the Steering Committee  
SPOT, McGill University**



## OTPRC COMMITTEE REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021 – 2022)

**Chair(s):** Susanne Mak

**Members:** Raphael Lencucha, Laurence Roy (on leave), Anita Menon, Karen Falcicchio, Patricia Belchior (on leave), Anne-Marie Brassard, Heather Lambert (on leave since February 2022)

**Administrative Support:** Marlene Brettler, Alina Bezhanyan

#### OVERALL MANDATE

The mandate of the Occupational Therapy Promotions and Review Committee is to oversee all students' progress in the Program and make decisions regarding student evaluations, promotion and determination of suitability for the practice of the profession of Occupational Therapy.

#### OBJECTIVES FOR THE YEAR

1. To monitor student progress and implement suitable support as necessary for the improvement of student outcomes.
2. To review an evaluation that is contested by a student.
3. To impose probationary status when warranted for academic reasons or reasons related to professional/personal conduct.
4. To define the provisions of the probationary status and the steps to be taken or evidence to be provided to remove this status.
5. To determine a student's competence and suitability for the practice of the profession of Occupational Therapy in the case of students in academic difficulty or showing evidence of personal and/or professional conduct.
6. To manage student situations and requests in compliance with the program's rules and regulations in collaboration with Graduate and Postdoctoral Studies, Enrolment Services and the Office for Students with Disabilities, when required.
7. To provide feedback on program rules and regulations, as well as any documents that may influence student academic performance.

#### PRIMARY ACCOMPLISHMENTS

1. All objectives were achieved.
2. We continue to work with OSD and Richard Preuss (Associate Director, PT program) to discuss processes to facilitate communication of information related to exam accommodations (in particular for OSCE exams) and the timing of these. We met in January 2022 and will be meeting again in July 2022.

## OBJECTIVES FOR NEXT YEAR (2022-2023)

1. To monitor student progress and implement suitable support as necessary for the improvement of student outcomes.
2. To review an evaluation that is contested by a student.
3. To impose probationary status when warranted for academic reasons or reasons related to professional/personal conduct.
4. To define the provisions of the probationary status and the steps to be taken or evidence to be provided to remove this status.
5. To determine a student's competence and suitability for the practice of the profession of Occupational Therapy in the case of students in academic difficulty or showing evidence of personal and/or professional conduct.
6. To manage student situations and requests in compliance with the program's rules and regulations in collaboration with Graduate and Postdoctoral Studies, Enrolment Services and the Office for Students with Disabilities, when required.
7. To provide feedback on program rules and regulations, as well as any documents that may influence student academic performance.

### Membership comments:

*Patricia Belchior will return this year in September 2022. As a result, Anne-Marie Brassard will step down as a member of this committee.*

*Laurence Roy has returned from her maternity leave but will begin her sabbatical leave this coming academic year. Heather Lambert will resume her duties on the committee once she returns from her medical leave.*

submitted on June 15, 2022

**Susanne Mak**

**Chair of the Occupational Therapy Promotions and Review Committee**





## PHYSICAL THERAPY PROMOTIONS AND REVIEW COMMITTEE

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY

#### ANNUAL COMMITTEE REPORT (2021 – 2022)

**Chair(s):** Liliane Asseraf-Pasin

**Members:** Richard Preuss, Frangiska Xenopoulos, Joyce Fung, Ana Maria Moga, Richard Preuss, Adriana Venturini and Martha Visintin.

**Administrative Support:** Marlene Brettler

#### OVERALL MANDATE

The mandate of the PT PRC is to oversee all students' progress in the Program and make decisions regarding student evaluations, promotion and determination of suitability for the practice of the physical therapy profession.

#### OBJECTIVES FOR THE YEAR

- 1) To monitor student progress and to implement suitable support as necessary for improvement of student outcomes.
- 2) To review an evaluation or mark that is contested by a student.
- 3) To impose probationary status when warranted for academic reasons or for reasons related to personal/professional conduct
- 4) To define the provisions of the probationary status and the steps to be taken or evidence to be provided to remove this status.
- 5) To determine a student's competence and suitability for the practice of the profession of Physical Therapy in the case of students in academic difficulty or showing evidence of personal and professional misconduct.
- 6) To manage student situations and requests in compliance with the program's rules and regulations and in collaboration with Graduate and Postdoctoral Studies, Enrolment Services and the Office for Students with Disabilities (OSD), when required.

#### PRIMARY ACCOMPLISHMENTS

- All objectives were achieved.
- Susanne Mak and Richard Preuss met several times with representatives from the OSD (new name as of September 2022 is the Student Accessibility and Achievement Office (SAAO)) to discuss accommodation procedures for exams.
- Marlene Brettler remains as the spoke's person to receive communication to and from the SAAO regarding students' exams and accommodation requirements. The generic email will be changed to facilitate all communications with the SAAO.
- The rules and regulations for the BSc and the MSc PT Programs were revised to notably reflect adjustments made to policies related to deferrals and supplemental examinations.

- In addition to managing student promotions on the McGill campus, the chair of the committee (LAP) was consulted to provide input on seven undergraduate and two graduate McGill students who have decided to withdraw from the program to pursue a different career path. In addition, LAP was consulted for two student issues arising with equivalency students in the areas of student visas and work permits for international students.
- LAP was consulted by student representatives for the issue concerning the delays of the CARP National written examination and practical component exam cancelation.

Respectfully submitted on September 20, 2022.

by Chair of PTPRC: Liliane Asseraf-Pasin.



## OT PROGRAM REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021-22)

**Chair(s):** Sara Saunders

**Members:** OT Faculty

**Administrative Support:** Suzana Pejovic

#### OVERALL MANDATE

**OT Program Mission:** To educate our students to become leaders and innovative practitioners. Our graduates use evidence and clinical reasoning to enable clients, families, and communities to participate in meaningful occupations.

#### OBJECTIVES FOR THE YEAR

1. Space
  - a. Through consultation with all stakeholders, ensure any new space proposal meets the needs of the Program's faculty, staff and students in terms of teaching, lab, office, and social spaces, while fostering a sense of community.
2. Curriculum and program evaluation
  - a. Collaborate with Program Evaluator and the OT Working Group of Accreditation and Program Evaluation (OT GAPE) to continue to implement the program evaluation plan.
  - b. Disseminate findings of the program evaluation plan annually.
  - c. Complete curriculum mapping using Atlas software.
3. Accreditation
  - a. Create draft of accreditation self-study report.
  - b. Update Occupational Therapy program mission, vision and conceptual framework (Lotus).
4. Implementation of Competencies for Occupational Therapy in Canada
  - a. Create implementation plan for Competencies for Occupational Therapy in Canada that will involve all stakeholders.
5. Research
  - a. Through consultation with faculty, identify research priorities upon which to build objectives for the program.
6. Budget
  - a. In collaboration with the Director's Council, ensure the Program's needs are met in the context of a balanced and transparent budget.

7. Communication
  - a. Continue to explore strategies (e.g. shared calendar) to facilitate communication among faculty, students and staff.
  - b. Facilitate communication and support for all stakeholders during the year of blended teaching and learning.
8. Promotion
  - a. To foster an environment of promotion within the OT Program, we will:
    - i. Identify and approach eligible faculty to offer support for promotion to Full Professor.
    - ii. Over the coming year, increase the number of new Assistant Professors (Professional) by two (2) and new Associate Professors (Professional) by a minimum of one (1).
9. Addressing racism and ableism in the OT Program
  - a. Increase the accessibility of the program to under-represented groups (students, faculty, staff, mentors)
  - b. Implement actions to minimize oppressive harms to students in the program, and foster belonging (including complaints procedures)
  - c. Identify opportunities for the OT Program within the McGill Action Plan to Address Racism
10. Mentoring Program
  - a. Continue to evaluate the outcomes related to the OT Mentoring Program.

## PRIMARY ACCOMPLISHMENTS

1. Space
  - New Active Learning Classrooms were completed in McIntyre Medical Building and were available for teaching this year.
  - Consultation was completed with campus planning on a possible move to 680 Sherbrooke. Unfortunately, at the end of the consultation, it was concluded that the space available at 680 Sherbrooke would not meet the Program's needs. It is not clear what the next steps will be.
2. Curriculum and program evaluation
  - A number of evaluation initiatives continue to be ongoing, such as the Mentoring Program evaluation and Employer Surveys. The OT Student Experience with Remote Learning Report was created in collaboration with the Office for Accreditation and Education Quality Improvement (OAEQI) and highlighted successful aspects and challenges to remote learning. The findings from the report were disseminated to faculty during the Curriculum Review Day.
  - Marie-Eve Bolduc oversaw the mapping of the curriculum to the OT Profile of Practice. She will be pulling together reports this summer for the accreditation documents.

## 2. Accreditation

- In January, a team for each standard was created, and provided with a timeline of steps and tasks to follow, in order to produce a draft of their standard of the self-study report for June. To date, half of the teams have submitted a draft, with the drafts for the other standards to follow over the course of the summer. Susanne Mak is currently reviewing the drafts as they become available. A draft of the self-study report is expected to be submitted to the OAEQI for October 2022.
- Since January, we have had a number of discussions with the OT faculty to brainstorm the content of our mission and vision. Due to the newly released “Promoting Occupational Participation: Collaborative Occupation-focused Occupational Therapy” book, we felt that faculty needed time over the summer to read the book to ensure that our new mission and vision are aligned with the philosophy and terminology presented in the book.
- Given the release of this new book and the new “Competencies for Occupational Therapy in Canada”, we decided that the Lotus/conceptual framework for the OT program will not be updated for this accreditation. Instead, as the program evolves to align itself with these two new documents, an updated version of the Lotus will be provided in the subsequent accreditation.

## 3. Implementation of Competencies for Occupational Therapy in Canada

- The Competency Implementation Committee met a few times throughout the year and created the implementation plan that has been approved by faculty. This plan will be implemented over the coming years starting with a stakeholder consultation session to be held over the summer.

## 4. Research

- A working group was created with Research Faculty to explore research within the OT Program. A number of ideas were developed including creating space in OT Faculty meetings for researchers to share their research initiatives. A vision statement was also created that will help to guide the integration of research across the path of becoming an OT. This work will be ongoing during the curriculum renewal process.

## 3. Budget

- The OT Program’s needs continue to be met by a balanced budget overseen by the AEC. This budget is communicated to OT Faculty as needed.

## 4. Communication

- A number of communication initiatives begun during the pandemic were continued this year to foster ways in which a variety of voices, opinions and ideas could be heard. These included adding information to meeting agendas, creating informal get-togethers outside of faculty meetings, and holding faculty office hours.
- The REPAIR committee also held consultation sessions (BEADing) with minority students to better understand their concerns and experiences within the OT Program.
- We continued to use Outlook calendars for term planning across the Program. These calendars were shared with students and will continue to be reviewed as a potential communication tool for instructors and students within a particular cohort and term.

## 5. Promotion

- In the past year, Barbara Shankland was promoted to Assistant Professor (Professional). Also, Marie Brossard-Racine and Stefanie Blain Moraes received tenure.

## 6. Addressing racism and ableism in the OT Program

- OT Mentoring program: In September, we hired three OTs from BIPOC groups to be mentors in our program, to offer greater diversity within the program. We have offer them targeted support beyond the debriefing sessions and will continue to work with them to explore other supports they may need.
- Please see the Reconfiguring for Equity, Praxis, Accountability, Inclusion and Reconciliation (REPAIR) Committee annual report for work that was completed towards this objective.
- Faculty development: Following consultation with OT Faculty, a number of EDI priorities were identified, and two spaces were created for further conversation. Hot SPOT, a space created for OT faculty to share successes and challenges with tackling EDI conversations and curriculum within our classrooms, has occurred once per month. The Expanding Horizons Journal Club was also created. This is a monthly journal club open to faculty, staff, and students. The aim of this club was to have a space to read and discuss articles that can prompt reflection on how openness can be cultivated to diverse experiences, ways of knowing, knowledge systems, and perspectives on rehabilitation, person-centered relationships, caring and healing, and other aspects of practice. Finally, faculty were encouraged to attend this year's Scholar's Rounds with Professor Sinacore.

## 7. Mentoring Program

- In addition to what has been stated in Item #6, this year, we held our annual Mentor Celebration evening for the first time since the pandemic. Twenty mentors participated in this event, where three attended virtually where others attended in-person. This evening consisted of an educational component where a panel of mentors and students shared their experiences of learning and teaching and how these have evolved over time. This was followed by light refreshments where mentors had an opportunity to network and exchange.

## OBJECTIVES FOR NEXT YEAR (2021-2022)

The objectives for 2021-22 will be identified in the fall in consultation with OT Faculty.

### Membership comments:

*We have two new part-time faculty lecturers joining our OT Faculty meetings in the coming year.*

submitted on July 19 ,2021

**Sara Saunders**

**Director of the OT Program**



## PHYSICAL THERAPY (PT) FACULTY COMMITTEE REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021– 2022)

**Chair:** Liliane Asseraf-Pasin

**Members:** PT faculty members; and student members

**Administrative Support:** Suzana Pejovic

Meetings: Four meetings were held in 2021-2022. The dates were June 14, 2021, October 14, 2021, and February 14, 2022, June 29, 2022.

#### OVERALL MANDATE

The overall mandate of the PT faculty administrative objectives is to address important program initiatives that fall outside of routine program operations and individual committee objectives.

Annual objectives are grouped as priorities, new initiatives, and ongoing goals.

#### PHYSICAL THERAPY PROGRAM ADMINISTRATIVE GOALS & ACCOMPLISHMENTS

##### Priorities:

1. **Strategize and plan for the move of SPOT to 680 Sherbrooke (36-48 months):**
  - 1.1 Discussions had re-started at the beginning of the year, but subsided shortly after. The plan to move to 680 Sherbrooke street is no longer possible since the space available is too small for SPOT. The Dean of the FOMHS has structured a working group that is completing a feasibility study to find a solution for SPOT's move.
  
2. **Establish working groups for PEAC standards & timeline for the February, 6-8, 2023 PT Program Accreditation Visit:**

In collaboration with the Accreditation Committee:

  - 2.1 The accreditation visit is planned for February 6<sup>th</sup> -8<sup>th</sup>, 2023.
  - 2.2 A timeline has been established for the submission of the PT accreditation report to PEAC by October 3<sup>rd</sup>, 2022. There has been ongoing support for the standards leads for document management, data collection and analysis by the office of Accreditation and Quality Improvement.

- 2.3 The Program Evaluation Plan was implemented and guided data collection, timelines and accountability. The PEAC Self-Study Report (SSR) was submitted on time on October 3<sup>rd</sup>, 2022.
  - 2.4 Continue to support the standards' leads and Faculty in order to prepare them for the PEAC visit. Folders on the TEAMS have been created for each standard with sample questions.
3. **In concert with the School Strategic Planning activities, continue discussion and brainstorming about PT program operation and direction, and identify key areas requiring attention over the next 2-3 years.**

**New Initiatives:**

- 3.1 Since the beginning of the COVID-19 pandemic, in collaboration with the Program Director, the Associate Director and Course Technicians at SPOT ensured that guidelines were created and continue to be in place for lab equipment planning and cleaning, ordering of PPEs, downing and doffing, and for scheduling classes that respect McGill and Public Health safety procedures for social distancing. Ensuring a safe student learning environment was once again SPOT's priority. This goal was on-going during 2021-2022 and is still in effect.
- 3.2 A new PT committee on Inclusion, Equity, Diversity & Antiracism for Learning (**IDEAL**) has been created and is Co-Led by a student representative and the PT Associate Director. This committee consists of two (2) members of PT faculty, two (2) student members, and one (1) member of the clinical community. The roles and responsibilities of the PT IDEAL committee members were defined in the Terms of Reference (ToR). In the past year, this committee made recommendations for two important items a) guidelines for the use of pronouns in the clinical settings; b) guidelines on land acknowledgment.
- 3.3 Remote Learning Assistants (RLA), whom are students from TLS and Engineering faculty, were hired to offer support to any faculty member that needs assistance during the remote learning. Services from the two RLAs were made available to all PT faculty for supporting their courses during the COVID-19 pandemic during 2020-2022, but fewer people made use of this service this past year.
- 3.4 All four clinical courses & masters' research projects were completed, and all students were able to finish on time for their fall graduation.
- 3.5 A curriculum mapping software called ATLAS was purchased by the FoMHS and the School. Training of 22 PT faculty was completed in 2021. All faculty have uploaded their relevant courses materials onto the ATLAS platform to assist with the 2023



accreditation report. There is now some work to do in order to continue the maintenance of this platform and assess how to efficiently and effectively make use of the data it collects.

- 3.6 WELL Office personnel were invited during the U1 and QY student orientation sessions to present their program of services. The well office has videos available to orient our students online/remotely. OT & PT Program Directors jointly met with the WELL office Director, Debbie Freidman, to discuss the students' evaluations and the newly implemented WELL workshops.
- 3.7 Four WELL office workshops were implemented last year. The feedback from these workshops was positive overall and therefore, the study skills, stress management, resilience and conflict resolution workshops will continue to be offered to various groups of students within our curriculum.
- 3.8 Major curriculum revisions  
This year, the curriculum committee made major revisions to their PT curriculum, in order to introduce courses recommended by the OPPQ, such as an X-Ray prescription course for M1 students, and more PT geriatric content overall. These changes will be implemented in 2023-2024.

#### **Ongoing Goals:**

4. **Collaborate with and support McGill coordinator, McGill faculty and UQAC faculty in achieving annual goals for McGill's physical therapy program offered by extension at Université du Québec à Chicoutimi.**
  - 4.1 UQAC students attended a live graduation ceremony at McGill. From the Physiotherapy Extension program 29 students graduated with a BSc (rehabilitation sciences), and 28 students graduated with a MSc A. (physiotherapy). Twenty-one (21) B.Sc. students and twenty-two (22) M.Sc. students participated in the May 2022 convocation ceremony at McGill University.
  - 4.2 Two productive retreats were organized by Martha Visintin and Liliane Asseraf-Pasin between UQAC and McGill to align McGill/UQAC curriculum and our processes for students.
  - 4.3 The protocole d'entente between UQAC/McGill was reviewed and signed for another 3 years. UQAC received their autonomisation for both the B.Sc. in Rehabilitation Sciences and the M.Sc. PT (Applied) programs respectively at the end of September and November 2022. The contract between UQAC/McGill will remain active until December 2024, when all the present students and those who entered the B.Sc. PT program in September 2022 will have graduated.

5. **Collaborate with and support PT Equivalency Program in achieving annual goals.**
  - 5.1 SPOT received a grant from the Federal Government - Ministry of Employment, Workforce Development, and Disability Inclusion to support Dr. L. Asseraf-Pasin and Ana Maria Moga's project called "Serving Canadian Rehabilitation Needs: Equivalency in Physical Therapy Program". This grant will help develop a new graduate diploma program at McGill SPOT. The program is being presented in December 2022 for approval by the Faculty of Medicine Curriculum Committee. The plan is to start the program next summer 2022 or summer 2023. Presently 9 internationally educated students are completing the PT equivalency stream and so far, 15 students are waitlisted.
  
6. **Collaboration with the Office of Student Accessibility & Achievement**
  - 6.1 The PT and OT Associate Directors communicated with SAA Director to discuss the on-going students' concerns regarding accommodation for OSCE and written exams. The guidelines and communication procedures were review and revised once again.
  - 6.2 Mental Health Curriculum: M1 students have suggested introducing two new elements to the PT curriculum: a) content on mental health and wellbeing students support & b) Students' communication skills development when dealing with patients who are experiencing mental health difficulties. These two topics will be further discussed with the PT curriculum committee in 2022-2023.
  
7. **Congratulations to all PT Faculty for an excellent year!**

Respectfully submitted by L. Asseraf-Pasin.



*This document presents an introduction to McGill's 2022 Self-Study Report (SSR 2022), including background, structure of the Master's Applied (Physical Therapy) program, and commonly used terminology. The electronic organization of the report, specifically for the purpose of accessing documents and hyperlinks is described in the section called instructions to readers. Finally, a summary section outlines key findings of the SSR and our perceived compliance with the accreditation standards.*

## LAND ACKNOWLEDGMENT

The School of Physical and Occupational Therapy, McGill University, (Tiohtiá:ke/Montreal) is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst many First Nations including the Kanien'kehà:ka of the Haudenosaunee Confederacy, Huron/Wendat, Abenaki, and Anishinaabeg. We recognize and respect the Kanien'kehà:ka as the traditional custodians of the lands and waters on which we meet today.

## INTRODUCTION TO THE SELF-STUDY REPORT

### Background

The Physical Therapy (PT) program at McGill is one of three programs in the School of Physical and Occupational Therapy (School), the other two being the Occupational Therapy program and graduate program (M.Sc. and Ph.D.) in Rehabilitation Science. The School is housed on the downtown McGill campus in two historic mansions, Davis House and Hosmer House.

The program began in 1943 in response to a need for trained rehabilitation specialists after the Second World War. To meet the growing need for rehabilitation expertise, the School was established under the aegis of the Faculty of Medicine. The PT program continues to provide high-quality training in physical therapy, consistent with our mission and thus addresses the needs of our community. The mission of the PT program is aligned with those of the School, Faculty of Medicine, and the university, with all three emphasizing the essential dimensions of education, research/scholarly activity, and community service.

### **Vision of the School:**

The vision of the School is to create leaders in rehabilitation practice, scientific innovation and community engagement.

### **Mission of the School:**

Excellence in teaching and research is the foundation and tradition of the School of Physical and Occupational Therapy at McGill University. The faculty educates professionals and, through research, generates the body of knowledge which guides our professions to advance the health, function and participation of individuals in society. The educational programs apply and promote principles of interprofessional education, evidence-based practice and knowledge exchange with the expectation that students become self-directed, life-long learners.

**Partnerships for Best Practices: Expanding the Scholarship of Practice Model:** The School of Physical & Occupational Therapy has built meaningful partnerships between our educators, researchers, students, clinicians, decision-makers and health service consumers. These partnerships enable us to interweave theory, education, research and practice such that each element informs the other. This collaborative approach ensures that our teaching is evidence- informed and clinically meaningful, that our scientific discoveries are clinically relevant and that our practitioners are scholarly agents of change. Collectively we aim to improve the health and participation of all members of Quebec society through a scholarship of practice model.

### **Vision of the PT Program:**

The *PT Program's vision* articulates what the program strives to achieve:

- Excellence, innovation, and social accountability in physical therapy education, research and clinical practice.

### **Mission of the PT Program:**

Through educational, research, and service activities, the *mission of the Physical Therapy Program* of McGill University is to:

- Train future physical therapists to become experts in optimizing health, function and participation of individuals in society.

- Contribute to research and scholarly endeavours, including knowledge creation, dissemination and implementation.
- Promote equity, diversity and inclusion in health care education, research and practice.

### Values of the PT Program:

In pursuing our Vision and Mission, the PT program is guided by the over-arching *core values* of:

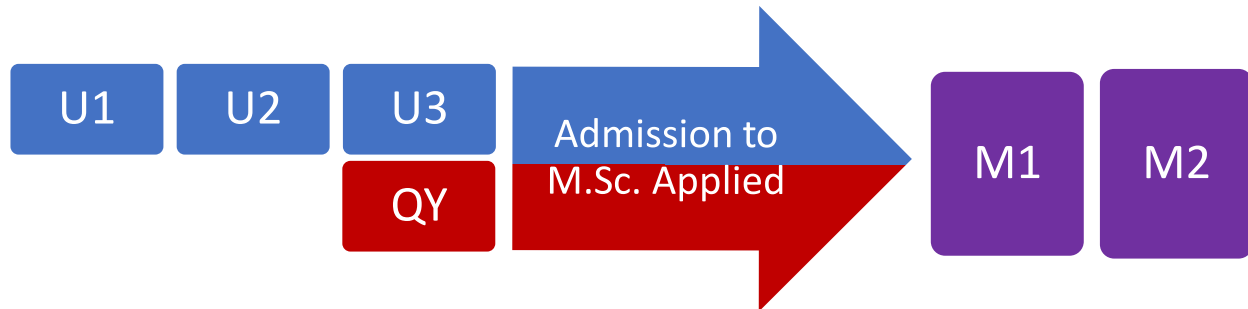
- Integrity – includes accountability, fairness, honesty, respect, transparency.
- Professionalism – includes adaptability, collaboration, compassion, ethical behaviour, ongoing learning.
- Wellness – includes mental and physical health, safety, support, sustainability, work-life balance.

## Master's of Science, Applied (Physical Therapy)

In Québec, provincial requirements stipulate that professional education programs must be accessible to students immediately after finishing CEGEP (Collège d'enseignement général et professionnel). In order to offer an entry-level Master's PT program and meet provincial requirements, the School transitioned from the former B.Sc. (Physical Therapy) to offering a non-practicing undergraduate degree and a professional Master's degree, following which graduates are eligible to apply for licensure. The undergraduate degree is a B.Sc. Rehabilitation Science (Physical Therapy). It provides foundational knowledge in the life sciences (e.g. anatomy, physiology), human movement (e.g. biomechanics, exercise physiology), psychology, and statistics. From 2007-2009, the old B.Sc. program was phased out and the new undergraduate and professional Master's programs phased in. The first class of the new professional Master's degree, designated M.Sc. Applied (Physical Therapy), completed their studies in fall 2010 and convocated in spring 2011. Since then, the PT program has received two accreditations (2010 and 2016). The M.Sc. Applied (Physical Therapy) program is the subject of this Self-Study Report (SSR).

The McGill PT program is unique in that there are two streams, or points of admission, into the M.Sc. Applied program: (i) students can complete our *undergraduate program*, B.Sc. Rehabilitation Science; or (ii) students who have completed a Bachelor's degree, other than our B.Sc. Rehabilitation Science, can complete a *Qualifying Year (QY)*. To be eligible for admission to the M.Sc. Applied program, from either stream, students must maintain a cGPA of 3.0 (out of 4.0) and consistently demonstrate academic integrity and professionalism. McGill uses the acronyms U1, U2, and U3 to denote the first, second, and third years of undergraduate studies, QY is used for the Qualifying Year, and M1 and M2 for the first and second years of the Master's program. Our QY curriculum is identical to that of U3 in the B.Sc. Rehabilitation Science, and, therefore, the U3 and QY students merge into a single group and take classes together. Furthermore, M2 is not a full academic year, as it spans May to October. The full undergraduate and Master's curricula are presented in Criterion 2.2.2. Figure 1 below illustrates the two points of entry.

Figure 1 Two points of entry to the Master's program.



As determined with Physiotherapy Education Accreditation Canada, the McGill accreditation evaluates U3/QY and the Master's program (M1, M2), as these are the years required for all M.Sc. Applied graduates to be eligible for licensure in Québec or to be eligible to take the written Physiotherapy Competency Exam. This Self-Study Report, therefore, focuses on the U3/QY, M1, and M2 years. Where appropriate, information is supplemented by details of the undergraduate program for background and context. The clinical education program is comprised of four clinical courses (PHTH 571, PHTH 572, PHTH 573, PHTH 620), completed in the M1 and M2 years. The first two clinical courses are each seven weeks long, while the last two are each eight weeks. Figure 2 displays the sequence of clinical courses and hours, as well as their integration within the M.Sc. A. (PT) curriculum. The terms 'clinical course' and 'placement' are used interchangeably.

Figure 2. Sequence of clinical courses

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	
U3/QY Courses - Fall & Winter Terms								PHTH 571 - level 1 - 7 weeks	PHTH 572 - Level 2 - 7 weeks			
M1 Courses Fall Term				PHTH 573 - Level 3 - 8 weeks		M1 Courses Winter Term		M2 Research Project				
PHTH 620 - Level 4 - 8 weeks		Program requirements completed						Convocation				

Discussions between McGill and PEAC determined that any longitudinal information required in the Self-Study Report would cover from September 2019 to ~ March 2022 (e.g. Faculty information in Standard 3). It is to be noted that these past three years coincide with the COVID-19 pandemic, which has had an impact on several areas of our program. For example, innovative approaches had to be implemented by the clinical team to provide a sufficient number of clinical placements for the students. The clinical team developed a training workshop on telerehabilitation for students, faculty and clinical supervisors, and creatively combined clinical placements in telerehabilitation with in-person clinical practice, and with research projects. The COVID-19 pandemic also had an impact on the PT Program budget, which was increased considerably to accommodate additional practical laboratory sessions in order to respect both McGill’s and the Quebec government’s sanitation guidelines and offer a safe learning environment. This, in turn, increased the number of teaching instructors that were hired since March 2020. Therefore, much of the SSR information was gathered between September 2020 and September 2022. To report on our current status, we provide current information for 2022-2023 when feasible, or information from 2021-2022, the most recently completed academic year.

### Terminology

Within the SSR, multiple terms are used to denote both the undergraduate and professional Master’s degree programs. These terms are listed in the table below.

<b>Degree Name</b>	<b>Terms used</b>
M.Sc. Applied (Physical Therapy)	professional Master’s entry-level Master’s program M.Sc. Applied (Physical Therapy) M.Sc. Applied M.Sc. A. or M.Sc. A. (PT)
B.Sc. Rehabilitation Science; Major in Physical Therapy	undergraduate degree or program B.Sc. Rehabilitation Science B.Sc. Rehabilitation Science (Physical Therapy) B.Sc. program

In addition, the terms ‘clinical course’ and ‘clinical practicum’ (plural practica) are used interchangeably to denote courses that provide training under the supervision of a licensed physical therapist in a practice setting. As mentioned earlier, McGill uses the acronyms U1, U2, and U3 to denote the first, second, and third years of undergraduate studies. QY is used for the Qualifying Year, and M1 and M2 for the first and second years of the Master’s program.



For instructors, the term Faculty is used for all Professors (i.e. Assistant, Associate, and Full), Faculty Lecturers, and Academic Associates. Faculty Lecturers are physical therapists who have completed a Master's degree or post-professional training, and who have a full- or part-time appointment. Academic Associates are physical therapists hired for a specific purpose or project, such as the McGill Coordinator of the Université du Québec a Chicoutimi (UQAC) extension program. Course Lecturers have Master's-level training and are hired on a contractual basis to instruct and/or coordinate a specific course. Course Instructors play a central role in course delivery, but are not responsible for course coordination and are paid on an hourly basis. Guest Lecturers are hired on an hourly basis to give one or more selected lectures within a course, due to their expertise in a particular clinical or substantive area. The term 'clinician' is sometimes used to denote physical therapists, not paid by the university, who contribute to teaching theory, structured practical labs, or clinical reasoning workshops as part of their work responsibilities within a McGill-affiliated hospital. Clinical supervisors are physical therapists who supervise students during clinical placement.

## SUMMARY OF SELF-STUDY REPORT FINDINGS

Each standard has a separate summary section, at the end of the standard, highlighting its main points under the headings strengths, areas for improvement (may also include actions planned/taken) and, if appropriate, future challenges or directions. Summary headings are customized to each standard.

In the summary below, commentary is given on how the program has addressed issues identified in the last accreditation review and identifies the perceived strengths and opportunities for improvement of our program with respect to compliance with accreditation standards and criteria.

The 2016 McGill accreditation review addressed four criteria. **Criterion 4.3** was unmet (*The program has a required mix of clinical education experience...*) and **Criterion 6.4** needed improvement (*Manage and supervise personnel involved in the delivery of physiotherapy services*). Both of these issues were swiftly addressed and the corrective measures taken by the PT program to improve the compliance are described in the 2017 Progress Report. For example, the 2017 Progress Report demonstrated that all students finishing the program in 2015 and 2016 had attained a minimum of 1025 hours of clinical education experience in a variety of practice contexts and settings spanning the lifespan. Our audit of these years also showed that students

received extensive coverage to orthopedic and ambulatory care settings. Although more challenging, exposure to the neurological population was achieved. The cardiorespiratory requirement was largely met through exposure across multiple placements. A cardiorespiratory checklist was implemented to monitor and validate this clinical domain. Ensuring experience in acute care settings remains an ongoing challenge, but one that is doable with the support and commitment of the McGill clinical community and the diligent work of the academic clinical coordinators (ACCEs) team.

The 2016 Review also noted the need to improve **Criterion 2.3** (*There is a documented plan for program evaluation and re-evaluation that is based on clearly defined and measurable goals and includes evaluation of impact when changes are made*) and **Criterion 2.6** (*Changes to the program and the curriculum were made in response to analysis of evaluation data and the impact of these changes was assessed*). In Accordance with PEAC's 2017 revised requirements for Standard 2, the 2018 Progress Report addressed both of these criteria by describing the achievement of four main goals within the program evaluation plan: Resources, Students' Experience, Program Evaluation, and Curriculum.

The 2018 Progress Report presented program evaluation processes and results, and the logic model (*program overview that identifies program resources/inputs, goals and outcomes*) and evaluation matrix (*details data collection methods and timelines for priority goals identified for targeted evaluation activities in the 2018-2021 evaluation cycle*) that the program uses, to illustrate and evaluate key areas of program operation. The current program evaluation structure, which has evolved further since that time, is a strength of our program and allows us to timely report on important program changes.

Since the 2016 accreditation, McGill's PT program has undergone considerable growth with respect to budgetary resources. Through concerted efforts of the School and Program Director, the PT program budget increased substantially over the past five years, ensuring a high-quality training program and environment for students. A large portion of the budgetary increase was allocated to hire academic Faculty (tenure-track and non-tenure-track), to provide competitive salaries and benefits to contract academic staff, and to increase resources during the COVID-19 Pandemic. Through this period of growth, the leadership of the program has remained stable,

with Dr. Liliane Asseraf-Pasin beginning her second 3-year term as Director in July 2020. In 2020, Dr. Richard Preuss transitioned to Associate Director of the program, thereby enhancing the academic administration of the program with distinct roles and responsibilities.

A major successful outreach initiative that is coming to an end after a 12-year partnership, is the McGill/UQAC extension program in physical therapy. This partnership with the Université du Québec à Chicoutimi offers the McGill undergraduate and Master's degrees by extension at UQAC since 2012. The first McGill/ UQAC B.Sc. class graduated from the extension program in spring 2015. The UQAC extension program received full accreditation in 2017 and will undergo their second accreditation in the spring of 2023. In addition, UQAC has received full autonomy for their B.Sc. and M.Sc. PT programs in September and November 2021, respectively, from the Québec Ministry of Education.

The PT Faculty remains a strength of our program, with expertise covering all major areas of clinical practice and more. Over the past two years, one more tenure-track Faculty was hired, increasing our total number to 14 tenured or tenure-stream and 16 CAS Faculty members thus enhancing teaching and research capacity. As a whole, the PT Faculty has an outstanding record of research productivity and funding and is committed to professional development and service. Expectations for teaching workload are clearly communicated to Faculty. The School's Research Committee and Director of Research are working towards improving the research section of the School's website and further enhancing a targeted social media strategy for research.

McGill students actively participate in program planning, development, and evaluation. Students achieve essential competencies through diverse instructional and evaluation methods that reflect current and emerging trends in teaching and learning. Students benefit from technology-enhanced active and collaborative learning through newly renovated classroom and laboratory space. Through four clinical courses (total of 1050 hours) and well-developed clinical education processes, students are exposed to the required mix of practice areas and settings. There are clear and well-defined policies for examinations and student progression through the program. Rules and regulations and other key program information is published on the website and clearly communicated to students each year. There are well established mechanisms for student feedback and clearly defined processes for students with challenges to learning and academic or

personal difficulties. Student achievements are celebrated through numerous awards and special events.

The Qualifying Year admission process has evolved considerably since 2016. Faculty and the PT Admissions Committee evaluate and select QY students, using cGPA and CASPer scores, student's CV, and a 2-minute video presentation. The academic caliber of successful applicants is extremely high.

Considerable attention is given to ensure that program documents reflect the vision, mission, and objectives of the program, and a process is in place to ensure that relevant information is updated appropriately, and clearly communicated to students via orientation sessions, email and the website. The School also has a presence on several social media platforms.

The M.Sc. Applied program course objectives and overall curriculum objectives are structured according to the Essential Competency Profile (2017). The curriculum includes four interprofessional education courses that are integrated into all professional programs within the Faculty of Medicine, Department of Human Genetics, School of Human Nutrition and School of Social Work. A comprehensive curriculum mapping exercise provided substantial evidence of how the curriculum achieves its goal of graduating students who have acquired all essential competencies required for licensing and professional practice. Since the 2016 accreditation, there has been considerable effort to enhance curriculum content addressing the advocate and leadership roles, and more recently, the creation of the IDEAL committee to address equity, diversity and social justice issues that may be encountered within the program and in the healthcare settings.

Overall, Faculty, staff and students take pride in McGill's program. The curriculum thoroughly covers and goes beyond the physical therapy essential competencies. The clinical education component of the program has well developed processes and guidelines, and is based on strong ties with the clinical community.

In view of the recent challenges within the healthcare system in Quebec and worldwide, human resource shortages and the burdened social service network, the PT program continues to

emphasize and further develop its partnerships with the physiotherapy and broader health care and scientific communities.

In summary, the program has sufficient budgetary, human, and physical resources, and standardized methods for curriculum development, implementation, and evaluation. As a result, the program is able to comprehensively fulfill its mission and reach its vision.



## MCGILL EXTENSION PROGRAM AT UQAC

### COMITÉ CONJOINT

MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY

ANNUAL REPORT 2021-2022

**Chair(s):** Mme Liliane Asseraf-Pasin, McGill, co-chair & M. Rubens Da Silva, UQAC, co-chair

**Members:** M. Richard Preuss, McGill; Mme Martha Visintin, McGill; Michel Lemelin, UQAC

#### OVERALL MANDATE

1. Ensure the planning and coordination of McGill activities related to the PT extension program and provide support to the McGill representatives and instructors in their collaboration with UQAC.
2. Facilitate communication and information sharing on academic and administrative matters, between the appropriate departments and offices of both universities.
3. Develop processes and guidelines to promote curriculum delivery at UQAC in conformity with the agreement (Protocole d'entente) and with McGill's curriculum and relevant rules and regulations.

#### OBJECTIVES FOR THE YEAR (2020-2021)

#### UQAC Physiotherapy Program

The Physiotherapy Program in UQAC has been recognized as an autonomous program by the Ministry in summer 2022. Students admitted to the BSc and MSc in 2022 will be enrolled in the Physiotherapy Program at UQAC. Students currently enrolled in the McGill-UQAC Physiotherapy Extension Program will continue in this program and graduate with a McGill degree at the end of their respective programs.

1. Continue to work on course equivalencies and updating content as applicable.  
*Ongoing.*

There are regular exchanges between McGill and UQAC professors to ensure that course content is equivalent. Proposed modifications to course content and structure are presented and discussed at the Comité Conjoint.

McGill and UQAC have had continued exchanges and discussions on adaptations to courses with respect to methods of delivering content and evaluating learning to address restrictions imposed by the COVID pandemic.

2. Continue to offer the research summer bursaries to eligible candidates as feasible. *Ongoing.*  
This year 2 research summer bursaries were offer to UQAC students. One student partnered with Professor Tania Janaudis-Ferreira (McGill) to work on a project entitle “*Virtual Physical Rehabilitation following COVID-19 hospitalization*”. The second applicant worked with Sébastien Dufresne’s research team (UQAC) on a “programme de recherche construite sur la théorie de la pratique des communautés bienveillantes pour guider les efforts de mobilisation des collectivités autour des personnes atteintes d’un cancer pour les aider à trouver une nouvelle normalité”.
3. Continue to support and collaborate with UQAC in the various program development activities enabling both institutions to share their expertise and ongoing projects. The Comité Conjoint will continue to be active and have a minimum of two meetings annually. *Ongoing.*
  - This year the Comité Conjoint held one meeting on November 9th, 2021. Several other meetings took place for the renewal of the protocol d’entente in December 2021.
  - McGill Professor participating on UQAC’s selection committee for recruitment of new professors.
  - Dr Asseraf-Pasin continues to be an active member on several UQAC committees.
4. Prolong the Protocole d’entente as this agreement ends December 2021. *Attained.*

A new protocol d’entente is in place for the period from 2022 to 2024. Students enrolled in the McGill-UQAC Physiotherapy Extension Program in September 2022 will complete the program in 2023 and 2024.

### Program Graduates

This year saw the graduation of 29 students from the BSc in rehabilitation program and 30 students from the MSc (applied) in physiotherapy program. This year, with the return of in-person activities, students were able to receive their diplomas during the graduation ceremony on campus on May 2022.

## **OBJECTIVES 2022-2023**

1. Continue to work on course equivalencies and updating content as applicable.
2. Continue collaborate with UQAC in the development and implementation of a geriatric course as feasible.
3. Continue to offer research summer bursaries to UQAC students eligible to participate.
4. Continue to support and collaborate with UQAC in the various program development activities enabling both parties to share their expertise and ongoing projects to benefit both programs. The Comité Conjoint will continue to be active through meetings and meet at least once per year.



## GRADUATE PROGRAM COMMITTEE

### ANNUAL COMMITTEE REPORT (2021 – 22)

McGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY

**Chair(s):** Isabelle Gélinas, Anouk Lamontagne

**Members:** Sara, Ahmed, Dana Anaby, Philippe Archambault, Eva Kehayia, Nancy Mayo, Melissa Park, Paul Yoo and Catherine Demers (students)

**Administrative Support:** Chiara Sabatino

#### OVERALL MANDATE

The mandate of the Graduate Committee is to provide strategic direction and oversight on the curriculum and student progress in the graduate programs.

#### OBJECTIVES FOR THE YEAR

1. Plan the implementation of the modified curriculum for the MSc (thesis), MSc (non-thesis) and PhD programs for Fall 2022.
2. Oversee the development of a new required course on qualitative methodology to be submitted for approval to the Curriculum Committee of the Faculty of Medicine and Health Sciences (FMHS) in Fall 2021.
3. Propose a plan for harmonized student stipends for the Rehabilitation Science programs to the Associate Dean of Graduate and Postgraduate Affairs in the FMHS
4. Integrate EDI content in the graduate program and ensure that the learning environment is respectful of these values.
5. Create Weekly Updates for graduate students and supervisors to communicate important information related to the graduate program and funding opportunities.
6. Update the content and organisation of the website to optimize the visibility of the program with the Communications Committee
7. Develop a tracking process for gathering information on student funding
8. Explore with the FMHS a tracking process for graduate students after graduation

#### PRIMARY ACCOMPLISHMENTS

- The modified curriculum for the MSc (thesis), MSc (non-thesis) and PhD programs were submitted and approved at all university levels and will be implemented in Fall 2022.
- The new required course on qualitative methodology was approved. Matthew Hunt and Raphael Lencucha, the coordinators of the course, have developed the content over the Summer and will be offering it in Fall 2022.



- A proposal for a harmonized stipend policy suitable for our Rehabilitation Science thesis programs was submitted to the Associate Dean of Graduate and Postgraduate Affairs in the FMHS and was approved for implementation in the Fall 2022. This stipend policy will ensure that students receive funding to pay for tuition and fees, and for some of their living expenses during their graduate studies.
- The format and content of the graduate program website was revised to include information on the modified curriculum and facilitate its use by students and faculty. Notably, information was added on the new stipend policy and on different funding sources under the funding opportunity tab.
- We participated in an open meeting with the Research Committee to address issues pertaining to the Graduate Program raised by the faculty in a needs assessment survey.
- We participated in the EDI discussions at the School.
- We participated in the FMHS Graduate Studies Recruitment event on October 14, 2021 to increase the visibility of our graduate programs at a local but also at a national and international level as the event was live-streamed.
- We organized several program activities, including:
  - Online Orientation session with new and returning students on August 31, 2021
  - 3 sessions of protocol presentations (October 15, 2021; January 26, 2022; and April 8, 2022) and 6 Oral Defenses

#### OBJECTIVES FOR NEXT YEAR (2022-2023)

1. Monitor the implementation of the modified curriculum for the MSc (thesis), MSc (non-thesis) and PhD programs for Fall 2022.
2. Oversee the development of a new Public Policy KT course to be submitted for approval to the Curriculum Committee of the Faculty (FMHS) in Fall 2022.
3. Integrate EDI content in the graduate program and ensure that the learning environment is respectful of these values.
4. Create Weekly Updates for graduate students and supervisors to communicate important information related to the graduate program and funding opportunities.
5. Continue the update of the content and organisation of the website to optimize the visibility of the program with the Communications Committee.
6. Work with the Research Committee to better integrate postdoctoral fellows (PDF) in the School and define the roles and responsibilities of each program in supporting PDF.
7. Monitor the implementation of the new stipend policy and develop a tracking process for gathering information on student funding.
8. Explore with the FMHS a tracking process for graduate students after graduation.

#### Membership comments:

*Sara Ahmed will be on sabbatical for next year.*

Submitted on September 16, 2022

**Isabelle Gélinas & Anouk Lamontagne**

**Chairs of the Graduate Committee**



# CERTIFICATE IN CHRONIC PAIN MANAGEMENT STEERING COMMITTEE

## ANNUAL COMMITTEE REPORT (2021 – 22)

McGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY

**Chair(s):** Isabelle Gelinas (*replacing Timothy Wideman on sabbatical*) and Jordi Perez (Fall 2018 – Fall 2021) Monica Slanik (Winter 2022)

**Members:** Monica Slanik, Kimberley Smalridge, Robert Dykes, Lesley Singer, Céline Gélinas, Maria Dritsa, Sara Saunders, Isabelle Gélinas, Mark Ware

**Administrative Support:** Tina Portaro

### OVERALL MANDATE

The mandate of the Steering Committee is to provide strategic direction and oversight for the online Graduate Certificate in Chronic Pain Management.

### OBJECTIVES FOR THE YEAR

1. Finalize remaining updates to the second two courses of the program (POTH 665 and POTH 666).
2. Continue to review the methods of evaluation in the courses (assignments alignment and rubrics).
3. Continue to facilitate and maintain efforts to gather feedback from the learners and faculty on the courses and overall program to improve the structure and marketing of the program.
4. Marketing – revise and maintain the website, promote the program with alumni and student testimonials, and promote the elective course outcomes as appropriate.
5. Continue to monitor certificate finances and budgeting for sustainability and growth.
6. Continue to maintain and build relations with stakeholders.

### PRIMARY ACCOMPLISHMENTS

1. Organization and Accountability Chart created for the program to detail member roles and expectations. The steering committee chair's role was defined as one to facilitate the expert and interdisciplinary leaders in the steering committee and be responsible for the follow-up of action items determined and agreed upon by the group during bi-annual meetings or in email communication post meetings.

2. Two new members were invited and welcomed into the steering committee Dr. Sabrina Carrié and Dr. Jonathan Hudon, members of the Montreal Children's Complex Pain Clinic to the steering committee. Dr. Sabrina Carrié, Pediatric Anesthetist and Chronic Pain Physician at the Montreal Children's Complex Pain Clinic, Assistant Professor, McGill Dept. of Anesthesia, and Dr. Jonathan Hudon, Family Doctor with training in complex pain management, with a particular interest in headaches, migraines, and facial pain.
3. A marketing comparison was completed to review similar education opportunities in chronic pain management education, and it was determined by the group that offering bursaries or funding support to students would be attractive for students and increase enrollment. A presentation for University Advancement was created to showcase the program and its strengths with the intention of acquiring funds/donors to be able to offer scholarships or bursaries to potential students.
4. With the Spring convocation, the program passed the milestone of 100 graduates.
5. The program had 50 and 46 students enrolled in the Fall 2021 and Winter 2022 semesters respectively, and 14 graduated in Spring 2022. Student cohorts continue to have good diversity across professional specializations, including occupational therapy, physical therapy, family medicine, social work, nursing, kinesiology, psychology, and osteopathy.
6. The second two courses (665 and 666) of the program continue to have new content, evaluation methods, and overall format created and updated in both languages. Specifically, new lectures in the area of Chiropractic (André Bussièrès, DC, PhD), Burns and Pain (Villa Medica interdisciplinary team), and Suffering and Pain (Peter Stillwell, PhD, Ronald Melzack Fellow in Pain Research) were added.
7. Student feedback from courses, online educators, and one on one interviews with graduates from different disciplines were collated and presented to the steering committee to inform new content, teaching methods and marketing approaches.
8. The partnership with the Alan Edwards Centre for Research on Pain (AECRP) was maintained and the AECRP contributed funds towards mutually beneficial marketing and outreach efforts, for example financial support of exhibiting at the Canadian Pain Society (May 2022) and International Association in the Study of Pain (IASP) congress.
9. Marketing efforts were focused on the advertisement to psychology, physical therapy, occupational therapy, and nursing groups.
10. Two e-newsletters were produced and sent to an interdisciplinary distribution list of 520 contacts with an average 48% opening rate.
11. Webpages were reformatted and updated in both languages, including student testimonial updates and Live Question and Answer sessions to meet and answer prospective student questions. Google analytics continue to be monitored and the webpage is maintained to keep the searchability high.

## OBJECTIVES FOR NEXT YEAR (2021-2022)

1. Continue the ongoing updates of course content and methods of evaluation in both languages, this year specifically in stroke and chronic pain and the pilot of CCPM learners attending ECHO Pain program sessions in English ([ECHO Ontario - Chronic Pain and opioid Stewardship](#)) and in French ([ECHO CHUM douleur chronique](#)).
2. Review the program with the intention of addressing Equity, Diversity, and Inclusion (EDI) opportunities to improve EDI in the program content.
3. Facilitate and maintain efforts to gather feedback from the learners and faculty on the courses and overall program to improve the structure and marketing of the program.
4. Marketing – revise and maintain website, promote program with alumni and student testimonials, promote elective course and outcomes as appropriate.
5. Actively seek funding opportunities to be able to offer scholarships or bursaries to students.
6. Continue to monitor certificate finances and budgeting for sustainability and growth.
7. Continue to maintain and build relations with stakeholders.

### Membership comments:

*New Chair, Monica Slanik, and two new members, Drs. Sabrina Carrié and Jonathan Hudon*

Submitted September 16, 2022

**Isabelle Gelin and Monica Slanik**

**Chairs of the Steering Committee Graduate Certificate in Chronic Pain Management  
School of Physical & Occupational Therapy, McGill University**



## CONTINUING PROFESSIONAL DEVELOPMENT COMMITTEE REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021 – 2022)

**Chair(s):** Monica Slanik

**Members:** Isabelle Gelinias, Marie-Lyne Grenier, Anita Menon, Barbara Shankland, Frangiska Xenopoulos

**Administrative Support:** Tina Portaro

#### OVERALL MANDATE

Drawing on the expertise of the School's faculty, this committee aims to initiate, develop and organize continuing professional development (CPD) learning activities in both onsite and online formats to offer to the local and global clinical rehabilitation community.

#### OBJECTIVES FOR THE YEAR

1. Continue to employ newly established process and design document with CPD committee so that initial phase work is distributed.
2. Create an open survey to the clinical community and host it on the CPD webpage alongside the current feedback form.
3. Launch two online CPD offerings; Hypertrophic Scar Management and Narrative Methods in Practice by end of the year 2021.
4. Continue the development of two online CPD modules, Physio and Pelvic Floor and Intro to Dysphagia with Summer 2022 as the target.
5. Offer two on-site workshops, as COVID restrictions permit.
6. Promote and disseminate the School's CPD activities through different communication channels.

#### PRIMARY ACCOMPLISHMENTS

1. *The Art of Orthosis Fabrication: Intermediate Level Techniques for Occupational Therapists*, an onsite CPD workshop was successfully offered in French and English and attended by 15 participants in June 2022. Learner feedback was very positive.
2. As the pilot user of Course Merchant, M Slanik communicated with Financial Officer, Mark Groot to review and establish budget reports processes.
3. M. Slanik and I Gelinias are members of a faculty wide working group, Online Learning - Transparent Rights for Intellectual Property in Online Learning. The mandate of the group is to recommend guidelines and suggest best practices pertaining to the development, sharing,

distribution, use and re-use of online learning with consideration for the intellectual property, so there is clarity and transparency in the re-use of it for all parties.

4. *Screening Driver Safety* and *Clinician's Road Map to Knowledge Translation* continue to be offered online using course merchant. Twelve learners registered for *Screening Driver Safety* and two learners for the *Clinician's Road Map to Knowledge Translation*.
5. The SPOT CPD Design Document was successfully used to move projects through the design process.
6. Hypertrophic Scar Management has moved to the final stage and should be live at the time of this report's publication.
7. Pelvic Floor and Physiotherapy offering has moved forward from the design phase to the development phase with all content gathered and video work to begin.
8. Narrative methods offering has moved forward within the development phase with clinical vignette videos completed and being incorporated into the content.
9. Dysphagia learning in the design phase with the focus being on copyright verification.

#### OBJECTIVES FOR NEXT YEAR (2022-2023)

1. Employ newly established process and design document with CPD committee so that initial phase work is distributed amongst members and process is mapped out.
2. Request to hire a work-study student with instructional design experience or willingness to learn to assist with the creation and launch of learner offerings, newsletters and surveys.
3. Create an open survey to the clinical community to include on the webpage with the current feedback form.
4. Install three online CPD offerings, Narrative Methods in Practice, and Pelvic Physiotherapy.
5. Develop a formalized procedure sheet with roles and tasks for faculty and administrative support to prepare and operate on-site workshops.
6. Offer two on-site workshops, using the newly developed checklist – An orthosis workshop and one Physio workshop, either Peripheral manipulation, Vertebral Attestation Manipulation, or Taping.
7. Promote and disseminate the School's CPD activities through different communication channels such as social media, clinical education mailing lists, and a growing list of subscribers which have been collected on the CPD webpage and past conferences.

#### Membership comments:

Invite two new members, one faculty and one clinical site Director

September 12, 2022

**Monica Slanik**

**Chair of the Continuing Professional Development Committee**



## AWARDS COMMITTEE REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021 – 22)

**Chair(s):** Shawn Robbins and Sarah Marshall

**Members:** Stefanie Blain-Moraes, Marie-Hélène Boudrias (sabbatical), Isabelle Gagnon, Ana Maria Moga, Bernadette Nedelec

**Administrative Support:** Sabrina Gendron/ Meliza Coronel (who for 21-22?)

#### OVERALL MANDATE

The overall mandate of the SPOT Awards Committee is to provide opportunities to Faculty, Staff and Students to be recognized for the excellence of their work. This translates as helping prepare and support nomination of SPOT members to external awards as well as organizing and adjudicating some internal student awards

#### OBJECTIVES FOR THE YEAR

1. Nominate deserving faculty for appropriate awards.
2. Nominate deserving support staff for appropriate awards.
3. Administer the student awards including accepting and evaluating applications.
4. Develop a communication strategy for the student awards that involves in class presentations and electronic means (social media and email).
5. Maintain a list of available awards that are appropriate for Faculty, support staff and students of SPOT.
6. Actively participate in University Prizes and Awards Coordinating Committee.

#### PRIMARY ACCOMPLISHMENTS

1. Nominate deserving faculty for appropriate awards

The following applications were submitted in 2020-2021 and members of the awards committee facilitated this process: <b>Award</b>	Candidate	Result
Faculty Honour List	Anita Menon, Cynthia Perlman	Successful
Principal's Prize for Outstanding Emerging Researchers	Stefanie Blain-Moraes	Successful
Canadian Stroke Conference- Hnatyshyn Lecturer Award	Candidate	Unsuccessful

Maude Abbott Prize	Candidate	Unsuccessful
Haile T. Debas	Candidate	Unsuccessful
OPPQ prix carrière remarquable (Carol Richards)	Candidate	Unsuccessful
<b>CPA Professional Contribution Award</b>	<b>Liliane Asseraf-Pasin</b>	<b>Successful</b>
CAOT Muriel Driver Memorial Lectureship Award	Candidate	Unsuccessful
<b>Student and Faculty Awards for Teaching Innovation</b>	<b>Marie-Lyne Grenier and Crystal Garnett</b>	<b>Successful</b>

2. Nominate deserving support staff for appropriate awards

Liliana Abruzzese was awarded the Ovation Award of Excellence, Priyabrata “PG” Mukhopadhyay Award. Tina Portaro was nominated for the Ovation Dean of Medicine Awards of Excellence- Pam Chase Award. The results are pending.

3. Administer the student awards including accepting and evaluating applications.

The following student awards were managed and decided by the awards committee.

<b>Award</b>	<b>Name</b>	<b>Program</b>
Alice Chan Yip Multiculturalism	Christine Wang	PT
Edith Aston-McCrimmon - OT	Teresa-Rose Kattackal	OT
Edith Aston-McCrimmon - PT	Noémie Tito	PT
Gloria-Gilbert Chronic Pain Award	Patrick Ippersiel	Graduate
Patricia Ann MacDonald Wells Van Daele	Palak Vakil	Graduate
Kay Rothman Amor Wolofsky Travel Award - PT	Chelsea Eng	PT
SPOT Alumni Travel- OT	Emma Vadot	OT
Korner-Bitensky Prize for Generosity - OT	Siya Liu	OT
Korner-Bitensky Prize for Generosity - PT	Samantha Maislin	PT
COTF	Julie Girouard, Julia Norton-Gartner, Laura Tinmouth, Jenna Welik	OT

4. Develop a communication strategy for the student awards that involves in class presentations and electronic means (social media and email).

A variety of methods were used to encourage students to apply for awards. Students were emailed on at least 3 occasions. We advertised the awards on the SPOT social media accounts with the help of Monica Slanik. We consulted with the student organizations and they posted the awards on their social media accounts. We reached out to professors to during conference abstract submission times via email and during department meetings. We also updated the awards information on the SPOT webpage (<https://www.mcgill.ca/spot/about/awards-prizes-and-fellowships>) with the help of Monica Slanik.



5. Update list of Faculty and Student Awards available and appropriate for Faculty, support staff and students of SPOT

The list of awards was updated during our annual meeting in June 2022.

6. Actively participate in University Prizes and Awards Coordinating Committee

Shawn Robbins is a member of the University Prizes and Awards Coordinating Committee and he has attending all meetings over the past year.

#### OBJECTIVES FOR NEXT YEAR (2022-2023)

1. Nominate deserving faculty for appropriate awards.
2. Nominate deserving support staff for appropriate awards.
3. Administer the student awards including accepting and evaluating applications.
4. Further improve the communication strategy for the student awards. For the coming year, we will put additional focus on communicating with the Faculty and having them encourage their students to apply.
5. Actively participate in University Prizes and Awards Coordinating Committee.

#### Membership comments:

*We have requested an additional OT member to join the awards committee, and we need an admin support staff.*

Sept 15, 2022

**Shawn Robbins and Sarah Marshall**

**Chairs of the Awards Committee**

**SPOT, McGill University**



## COMMUNICATIONS AND DEVELOPMENT COMMITTEE REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021-22)

**Chair:** Sarah Marshall

**Members in alphabetical order:** Madeleine Bonnard (incoming), Joyce Fung, Marie-An Hoang (POTUS), Tania Janaudis-Ferreira (on sabbatical), Heather Lambert (outgoing), Nadina Paraschuk, Garvee Patel (SPOT-GSA), Monica Slanik, Laurie Snider, Caroline Storr.

#### MANDATE

The mandate of this committee is to function as a strategic planning group that will suggest communication and development objectives for the School of Physical and Occupational Therapy (SPOT), coherent with SPOT's vision. The committee will implement targeted short- and long-term objectives consistent with SPOT's strategic plan. These actions will consider the many target markets internal and external to SPOT such as prospective students, current students, faculty members, support staff, alumni, the clinical community, the university audience, the public and researchers from other sites. The committee will determine priorities on an annual basis depending on the availability of fiscal and human resources. The entire faculty and student body will share in the implementation of sustainable recommended actions in their respective functions. The committee's budget is determined by the Director and varies according to need.

#### OBJECTIVES FOR THE YEAR 2021-2022

1. Innovate and oversee management of SPOT's website
  - a. Update with new IT and re-branding (from FMHS)
2. Grow communication presence with SPOT stakeholders
  - a. Populate, strategize and engage SPOT stakeholders on social media platforms (Facebook, Twitter, YouTube, LinkedIn, Instagram, News tab/articles)
    - i. Support for SPOT members to increase use of social media
    - ii. repeat Teacher Appreciation Week in February 2022
  - b. Produce and disseminate tri-annual e-broadcasts (3-4 feature stories)
  - c. Maintain strong relationships with the FMHS communication team
  - d. Produce and disseminate annual newsletter
  - e. Provide content for the Public Display Screens
  - f. Provide story feeds to national OT and PT associations
  - g. Provide story feeds to OEQ (plan to submit 2 stories per year to OEQ for *Pleins feux sur la relève* section)

3. Continue to promote the accomplishments of student, faculty and staff members of SPOT at targeted special events to build stakeholder engagement
  - a. Support networking by support staff and faculty at events
  - b. Monitor reach/yield of events
4. Support faculty in enhancing their abilities to communicate with mass media to promote their research
  - a. Pursue publicity and outreach communication opportunities
  - b. Maintain supporting structure within FMHS and McGill University
5. Participate in targeted recruitment events to address social accountability, diversity and application gaps as identified by SPOT leadership, OT and PT Admissions and other programs. Communities such as Indigenous, Black, other visible minorities, rural, low SES, LGBTQIA2+ will be on the committee's radar to establish dialogue, greater awareness and action
  - a. Actively update recruitment activity tracking excel tool annually (began in 2015-16)
  - b. Review OT and PT S.A.C.E. diversity survey for admissions target group(s) identification
  - c. Meet with Main Campus admissions about feasibility of collecting applicant diversity data
  - d. Support the SPOT student representation on the four (4) pipeline recruitment strategies
    - i. Explore: Careers in Health
    - ii. Health Outreach Projects - HOP
    - iii. Academic Immersion in Medicine - AIM
    - iv. McGill Mentorships in Healthcare - MMH

## 2021-22 PRIMARY ACCOMPLISHMENTS

1. Innovated and oversaw the management of SPOT's website
  - a. Updated with new IT and re-branding (from FoMHS)
  - b. The Equity, Diversity pages on OT programs – support for design of pages and content review and implementation
2. Increased communication presence with SPOT stakeholders
  - a. Populated, strategized, and engaged SPOT stakeholders on social media platforms (Facebook, Twitter, YouTube LinkedIn, Instagram, articles)
    - i. faculty support (as needed) to increase use of social media
    - ii. repeated Teacher Appreciation Week in February 2021
  - b. Produced and disseminated tri-annual e-broadcasts (3-4 feature stories)
  - c. Maintained strong relationships with the FMHS communication team for SPOT promotion through regular participation in team meetings and providing text and photos for Health e-News and media channels

- d. Produced and disseminated annual newsletter following collaborative editorial process
  - e. Sought possible solutions for the PDS (screen support hardware was discontinued during COVID).
  - f. Provided story feeds to national OT and PT associations via social media and other channels
  - g. Provided two story feeds to OEQ (*Pleins feux sur la relève* section)
  - h. Seven articles produced for the News Page
  - i. Provided bilingual graphic and dissemination support of Walk BEST and SPOTlight on Research campaigns
  - j. Continued to promote the accomplishments of student, faculty, and staff members of SPOT at targeted special events to build stakeholder engagement and promotion of accomplishments via online media.
  - k. Supported faculty in enhancing their abilities to communicate with mass media to promote their research and maintained supporting structure within FMHS and McGill University
3. Participated in targeted recruitment events to address social accountability, diversity and application gaps as identified by SPOT leadership, OT and PT Admissions and other programs. Communities such as Indigenous, Black, other visible minorities, rural, low SES, LGBTQIA2+
- a. Update recruitment activity tracking excel tool annually (began in 2015-16)
  - b. A comparative summary report for OT and PT programs respectively were circulated to OT admissions/PT admissions/OT curriculum/OT REPAR/PT curriculum/ Director's council/Communication and Development.
  - c. Main campus has started collecting diversity data on all students and is collaborating with the FMHS to pool this data.
  - d. Supported the SPOT student representation on the four (4) pipeline recruitment strategies
    - i. Explore: Careers in Health
    - ii. Health Outreach Projects – HOP
    - iii. Academic Immersion in Medicine – AIM
    - iv. McGill Mentorships in Healthcare-MMH
4. Supported Director's office with Alumni/University Advancement.

#### OBJECTIVES FOR THE COMING YEAR (2022-2023)

- 1. Innovate and oversee management of SPOT's website
  - a. Accessibility issues
  - b. Support Admin Staff training and areas of responsibility
- 2. Increase communication presence with SPOT stakeholders

- a. Populate, strategize, and engage SPOT stakeholders on social media platforms (Facebook, Twitter, YouTube LinkedIn, Instagram, blog)
  - i. faculty support (as needed) to increase use of social media
  - ii. repeat Teacher Appreciation Week in February 2023
  - iii. Additionally publicize student award winners in media
- b. Produce and disseminate tri-annual e-blasts (3-4 feature stories)
- c. Maintain strong relationships with the Faculty of Medicine and Health Sciences communication team through collaborative efforts and productive meetings
- d. Produce and disseminate annual newsletter
- e. Follow-up with new software platform for public display screens in Hosmer and Davis
  - i. Complete installation
  - ii. Complete training
  - iii. Produce and upload timely content
- f. Provide story feeds to OEQ (plan to submit 2 stories per year to OEQ for *Pleins feux sur la relève* section)
3. Monitor and manage SPOT promotional items with a view to returning to in-person activities
4. Continue to promote the accomplishments of SPOT's students, faculty and staff
  - a. Support networking by support staff and faculty at events
  - b. Monitor reach/yield of events
5. Support faculty in enhancing their abilities to communicate with mass media to promote their research
  - a. Pursue publicity and outreach communication opportunities
  - b. Maintain supporting structure within FMHS and McGill University
6. Participate in targeted recruitment events to address social accountability, diversity and application gaps as identified by SPOT leadership, OT and PT Admissions and other programs. Communities such as Indigenous, Black, other visible minorities, rural, low SES, LGBTQIA2+
  - a. Actively update recruitment activity tracking excel tool annually
  - b. Monitor event yield and focus on targeted activities
  - c. Review diversity survey for admissions target group(s) identification
  - d. Continue to meet with Main campus admissions about feasibility of collecting applicant diversity data
  - e. Support student representation of the FMHS the four (4) pipeline recruitment strategies
    - iv. Explore: Careers in Health
    - v. Health Outreach Projects – HOP
    - vi. Academic Immersion in Medicine – AIM
    - vii. McGill Mentorships in Healthcare – MMH

Membership comments:

*Student members update annually.*

September 15, 2022

**Sarah C. Marshall, Chair**

**Communications and Development Committee**



## DIRECTORS' COUNCIL COMMITTEE REPORT

### MC GILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021-22)

**Chair(s):** Laurie Snider

**Members:** Liliane Asseraf-Pasin, Isabelle Gélinas, Eva Kehayia, Anouk Lamontagne, Sarah Marshall, Richard Preuss (2020), Sara Saunders, Susanne Mak, Judith Soicher, Daniel Baril (AEC)

*\*Invited members for remote meetings, Fall/Winter/Spring 2020: Spencer Keys-Schatia*

**Administrative Support:** Paulina Zacchia

#### OVERALL MANDATE

The Directors' Council oversees the School's strategic directions, operational priorities, & policies.

#### OBJECTIVES FOR THE YEAR

1. Remain in communication regarding the delay for new premises for SPOT in collaboration with SPOT faculty, staff, and McGill representatives.
2. Carry out regular budget reviews (at least 3-4 per year) in collaboration with AEC Finance, to ensure transparent and efficient resource management.
3. Summarize the impact of the School's Strategic Plan (2016-2021) and ensure synergies between strategic planning and future challenges as identified by the School's 2017 Cyclical Review.
4. Continue the development of web-based data collection of research benchmarks, as part of 2021-22 annual reporting.
5. Continue to work with AEC to streamline processes for academic appointments and HR.
6. Continue to work with SPOT's Communications and Development committee to support, strategize and synergize their activities with School initiatives and priorities.
7. Develop a student-inclusive strategic initiative around Equity, Diversity, and Inclusion (EDI).

#### PRIMARY ACCOMPLISHMENTS

1. SPOT@680 has not been able to move forward as the available space is insufficient. All levels are aware of this. A report is being developed by Campus Planning addressing the insufficiency of space which can be added to the PT and OT Accreditation documents.
2. This year we did not meet as DC to review the budget and to clarify the expenditures for each of the three programs. Once again, necessary unexpected emergency expenditures were required to move forward with safety requirements in face-to-face teaching.
3. A strategic plan summary report was prepared for the upcoming PT and OT accreditation reports. An analysis of impacts and future directions will be prioritized during 2022-23.

4. Web-based data collection using the REDCap database took place for the 2021 Performance Evaluation and SPOT research benchmarking. Tenure track faculty entered their research grants, publications, presentations, and scholarly reviews. A faculty survey demonstrated overall satisfaction with the process and informed future modifications.
5. We continuously work with AEC to streamline academic appointments and HR processes. Daniel Baril, Associate Director AEC-11 has provided important leadership of AEC-11 under trying times in terms of resources and trained staff. There has been slow improvement in the accuracy and reliability of the work done by the AEC-11 staff. WorkDay continues to present challenges in terms of payments and appointments.
6. Please see report from Communication & Development committee for progress report.
7. The OT, PT and graduate programs continued to address EDI objectives through joint faculty-student initiatives (e.g. OT REPAIR and PT IDEAL committees).

#### OBJECTIVES FOR NEXT YEAR (2022-2023)

1. Remain connected to the process for identification of space for SPOT on campus in collaboration with McGill representatives.
2. Carry out regular budget reviews (at least 3-4 per year) in collaboration with AEC Finance, to ensure transparent and efficient resource management.
3. Continue to work with AEC to streamline academic appointments and HR processes.
4. Summarize the impact of the School's Strategic Plan (2016-2021) and ensure synergies between strategic planning and future challenges, as identified by the SPOT faculty serial retreats e.g., December 2022.
5. Continue web-based data collection of research benchmarks, as part of 2022 annual reporting.
6. Develop a student-inclusive strategic SPOT initiative around Equity, Diversity, and Inclusion (EDI). Work in strategic collaboration w/ IDEAL and REPAIR groups. Establish student representation on strategic levels of committee for EDI.

#### Membership comments:

Spencer Keys-Schatia will join DC meetings as guests as determined by the Chair.

submitted October 2022

**Laurie Snider**  
**Chair, Director's Council**  
**SPOT, McGill University**



## DEPARTMENTAL TENURE & PROMOTIONS COMMITTEE REPORT

### MC GILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021 – 22)

**Chair(s):** Laurie Snider

**Members:** Joyce Fung, Isabelle Gélinas, Eva Kehayia, Anouk Lamontagne, Jadranka Spahija

**Administrative Support:** Paulina Zacchia

#### OVERALL MANDATE

To recognize excellence in our contract academic staff and tenured faculty through promotion to higher ranks.

#### OBJECTIVES FOR THE YEAR

1. To review upcoming tenure applicant dossiers for tenure & promotion from Assistant Professor to Associate Professor.
2. To identify Associate Professors who should be put forward for promotion to Full Professor and provide guidance to enhance success.
3. To identify Assistant Professors who should be put forward for promotion to Associate Professor and provide guidance to enhance success.
4. To identify Faculty Lecturers to be put forward for promotion to Assistant Professor and provide guidance to enhance success.

#### PRIMARY ACCOMPLISHMENTS

1. Tenure Track:  
1 candidate, Stefanie Blain-Moraes was put forward for tenure and promotion to the rank of Associate Professor with full support of the committee. Tenure was confirmed in spring 2022.
2. Full Professor Promotion:  
Isabelle Gagnon submitted her dossier for promotion from Associate Professor to Full Professor in Fall 2021. The committee endorsed this promotion, and it was confirmed by the Provost in Spring 2021.
3. CAS Promotions from Faculty Lecturer to Assistant Professor:  
Barbara Shankland and Isabelle Pearson submitted their dossiers in Fall 2021 for promotion from Faculty Lecturer to Assistant Professor.



Both dossiers were recommended for promotion by the committee and approved by the Provost in Spring 2021.

4. CAS Promotions from Assistant Professor to Associate Professor:  
Sara Saunders submitted her dossier for promotion in Spring 2021. Her promotion was recommended by the committee and is still awaiting final approval by the Provost.

#### OBJECTIVES FOR NEXT YEAR (2022-2023)

Objectives for this committee remain the same each year.

1. To review upcoming tenure applicant dossiers for tenure & promotion from Assistant Professor to Associate Professor.
2. To identify Associate Professors who should be put forward for promotion to Full Professor and provide guidance to enhance success.
3. To identify Assistant Professors who should be put forward for promotion to Associate Professor and provide guidance to enhance success.
4. To identify Faculty Lecturers to be put forward for promotion to Assistant Professor and provide guidance to enhance success.

#### Membership comments:

*As Joyce Fung served as a mentor to Stefanie Blain-Moraes, she recused herself from the review meeting of her dossier. No additional member was added.*

Laurie Snider  
Chair of the DTC/DPC Committee  
SPOT, McGill University



## GLOBAL HEALTH REHABILITATION INITIATIVE - COMMITTEE REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021 – 2022)

**Chair(s):** Matthew Hunt, Ana Maria Moga, Raphael Lencucha.

**Members:** Laurie Snider, Crystal Garnett, Monica Slanik, Mindy Levin, Caroline Storr, Rose Elekanachi, Shaun Cleaver, Olivia Cardillo, Tiffany Te, Noémie Tito.

**Administrative Support:** Rose Elekanachi (GHRI coordinator)

#### OVERALL MANDATE

The overall mandate of GHRI is to 1) promote awareness of and increase attention to global health rehabilitation within the School of Physical and Occupational Therapy (SPOT) community, and 2) support global health rehabilitation activities in the domains of research, education, capacity building, and partnership strengthening.

#### OBJECTIVES FOR THE YEAR

1. Continue to strengthen existing GHRI partnerships.
  - a. Work with colleagues at Manipal University to host a workshop or symposium.
2. Continue to create opportunities for exchange and learning related to global health rehabilitation at McGill.
  - a. Host a student-focused symposium in Sept 2021 focused on ableism and advocacy.
  - b. Continue regular Global Health Forums.
  - c. Actively participate in Orientation 2021 activities.
3. Continue to support global health research at SPOT by facilitating funding applications.
4. Resume support of global health fieldwork placements by McGill students.

#### PRIMARY ACCOMPLISHMENTS

1. **Strengthening existing GHRI partnerships.**
  - a) The primary partnership development focus for the past year has been to reinforce our active partnership with the College of Health Professions at **Manipal University**.
    - i. A course focused on rehabilitation entitled “Global considerations of Disability for Rehabilitation” was co-directed by Shaun Cleaver and Sidhi Mohapatra within the McGill Summer Institutes in Global Health Rehabilitation Initiative (13-15 of June 2022). Many of the speakers were drawn from SPOT and Manipal, and the course development offered further opportunity to strengthen the MMRC. More details below.
    - ii. A joint symposium was planned for spring 2022 but this event was postponed by mutual agreement with colleagues at Manipal due to other commitments.

b) Continuing to strengthen our partnership with Amar Seva Sangam (ASSA) in Tamil Nadu, India.

a. A Master’s student project (co-supervised by Philippe Archambault and Caroline Storr) was carried out in collaboration with ASSA.

**2. Creating opportunities for exchange and learning related to global health rehabilitation at McGill:**

a) We hosted 5 global health forums via Zoom. Attendance ranged from 25 – 30 participants.

Date	Title	Speaker
2022 – April 7 <sup>th</sup>	Practicing Reflexivity in Eeyou Istchee (2021 OT Graduates – 4 <sup>th</sup> Clinical Practicum)	Julia Chin Ananda Nagar
2022 – February 10 <sup>th</sup>	Problematizing the taken for granted in Rehabilitation services offered to Inuit Children.	Jana MacLaclan PhD (c)
2022 – January 25 <sup>th</sup>	Global Health Rehabilitation Trajectories: The Role of Epidemiology	Dr. Shahrzad Nematollahi
2021 – December 3 <sup>rd</sup>	44 <sup>th</sup> Annual Osler Lectureship with Cindy Blackstock	A Post-Event discussion
2021 – November 16 <sup>th</sup>	Rehabilitation Clinical placements in Nunavik (M1 PT Students – 2 <sup>nd</sup> Clinical Practicum)	Amy Runlan Gan Noemie Tito

b) We successfully planned and executed the 2021 Annual GHRI symposium on the 18<sup>th</sup> of September 2021 which was held via Zoom with ~40 participants. This symposium had participants and speakers from 3 countries (Canada, India, US) and was entitled “Ableism, Accessibility and Advocacy”.

c) We organized a leadership workshop for the student leaders of the GHRI. Muriel Mac Seing from the University of Toronto spoke on the topic of “The Intersections of disability and partnerships” on the 23<sup>rd</sup> of June. We also celebrated all the student leaders for their great contributions in the 2021/22 school year.

d) In June 2022, a course focused on rehabilitation entitled “Global considerations of Disability for Rehabilitation” was held on the 13-15 of June 2022 as part of the McGill Summer Institutes in Global Health Rehabilitation Initiative. GHRI helped with advertising this course to encourage attendance and several GHRI students took part.

e) In order to expand our outreach and communication, the student committee invited applications for cohort reps for each of the different cohorts at SPOT. The student committee welcomed 9 new members to its team who ensured that information

about GHRI was disseminated among the cohorts which fostered greater involvement of the cohorts to GHRI events.

f) The student committee also participated in SPOT orientation events to inform incoming students about GHRI. This was done in the 2021/22 orientation which was virtual.

g) We also maintained an active listserv, web site tab (on the SPOT site which has now being updated and tailored to students of SPOT), GHRI Facebook page, a GHRI Student sub-committee Facebook group, and have created several blogs and [podcasts](#). In the past year we worked closely with the SPOT Communication Lead, Monica Slanik, to refine the GHRI website tab and updated the information on there.

3. Supporting global health research at SPOT by facilitating funding applications: there were no specific actions taken this year to support new grant applications. Recipients of the MMRC seed grants reported back on the progress of their projects.
4. **Supporting global health fieldwork placements by McGill students:** In the last 2 school years (2020-21; 2021-22), SPOT M.Sc OT and PT students were unable to travel internationally to participate in global health placements due to COVID. Hence, the SPOT Global Health Travel Awards have been on hold. In the 2021-22 school year, SPOT-GHRI students took part in a remote placement with ASSA in India.

#### OBJECTIVES FOR NEXT YEAR (2022-2023)

1. Re-launch the SPOT-GHRI Global Health Awards.
2. Resume all GHRI-related activities (i.e., global health forum, student-led symposium, student appreciation event) in-person and create the opportunity for the events to be offered in a hybrid format as well.
3. Support the second edition of the Rehabilitation- focused course taught during the McGill Summer Institutes on Global Health. GHRI will seek opportunities to collaborate on the course development, dissemination of information, and roll out.
4. Continue to strengthen existing GHRI partnerships.
  - a. Work with colleagues at Manipal University to host a workshop or symposium
5. Continue to create opportunities for exchange and learning related to global health rehabilitation at McGill.
  - a. Host a student-focused symposium in Sept 2022 focused on “Equitable access to Rehabilitation Services”
  - b. Continue regular Global Health Forums
  - c. Actively participate in Orientation 2022 activities including student-faculty meet-and-greet event.
6. Look for opportunities to support global health research at SPOT by facilitating funding applications that bring together SPOT researchers and partners.

#### Membership comments:

*Olivia Cardillo and Noémie Tito are graduating in fall 2022 and we anticipate that additional students will join the GHRI committee*

Submitted on Sept 14 2022

Matthew Hunt, Raphael Lencucha and Ana Moga

Faculty co-leads of the Global Health Rehabilitation Initiative



## KNOWLEDGE TRANSLATION COMMITTEE REPORT

### MC GILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021 – 22)

**Chair:** A. Menon

**Fund Manager:** L. Snider

**Members:** S. Ahmed, A. Bussi eres, A. Thomas, K. Shikako-Thomas, T. Janaudis-Ferreira, N. Mayo, D. Anaby, D. Valentini (MUHC rep).

**Administrative Support:** N/A

**Frequency/Structure of meetings:** 5 committee; 10 chair and Director

#### OVERALL MANDATE

The overall objective of the KT Committee is to enhance clinical and academic partnerships to close the gap between research knowledge and its implementation in clinical practice.

#### OBJECTIVES FOR 2021-2022

1. Continue to brainstorm and implement strategies to sustain the KT Initiative at SPOT (application for SSHRC funding).
2. Continue to redefine the mandate, objectives and activities of the KT Initiative at SPOT (revised strategic plan).
3. Invite a clinical partner to join as Committee member (replacement for Martha Visintin)
4. Communicate our revised strategic plan to all key stakeholders: clinicians and their managers, SPOT faculty, researcher partners, clinicians, graduate students, research agencies (CRIR/REPAR), etc.
5. Improve knowledge and skills related to KT by continuing to deliver a KT SPOT graduate course for students and clinicians; along with KT lectures for the Masters' professional students. Aim at increasing clinician participation as well as increasing diversity from other faculties.
6. Provide a KT website for key stakeholders as a source of information for past/current Edith Strauss scientific activities (e.g. update content from conferences and workshops, grant application guidelines, upcoming events).

**1. UPDATE ON REMAINING STRAUSS-FUNDED PROJECTS:**

- **2009-2020: 101** Strauss-funded projects to date
  - 92 completed successfully
  - 9 actively in progress (to be completed by Sept 2022)
- Outstanding balance: \$34,000 (as of July 2022)

**2. SSHRC GRANT APPLICATION:** The goal of this grant application is to sustain and support our KT Initiative at SPOT with these funds. Letter of intent for this grant application is due in February 2023 and the full application is due in October 2023.

Multiple meetings with the SPOT KT Committee were held to discuss the aim, vision, objectives, team composition and resources needed for this grant application.

- Meeting 1 on Jan 24, 2022 (2 hr): aim/vision of project
- Meeting 2 on Feb 10, 2022 (2 hr): objectives, team composition, resources needed
- Meeting 3 on Mar 21, 2022 (2 hr): revised objectives, feedback from OSR, partners

Multiple meetings with SSHRC grant co-PIs were held to discuss the aim, vision, objectives, team composition and resources needed for this grant application.

- Meeting 1 on May 5, 2022 (1.5 hr): aim/vision of project
- Meeting 2 on July 14, 2022 (2 hr): review/finalize project summary
- Monthly Meetings on Sept 12, Oct 17, Nov 7, Dec 6, 2022 (2 hr): review proposal

A full-day (8 hours) SSHRC Grant Retreat Grant was held on June 20, 2022 with SSHRC grant co-PIs and SPOT KT Committee members to review/discuss the project vision and objectives, grant structure, co-PI responsibilities and entourage (team matrix), along with the roles and responsibilities of SPOT team members. A presentation on the SSHRC grant application process was delivered by Michelle Picard-Aitken from McGill OSR.

**3. KT CONFERENCE:** KT Committee members met on June 20, 2022 to discuss ideas for the remaining Strauss balance (\$34,000), with the goals of supporting and sustaining the KT Initiative at SPOT in a redefined way. Two ideas were brought forward: a KT Conference (virtual or in-person) or studentships/awards for KT graduate students. Committee members were keen to have a final in-person KT Conference on 2023-2024 (\$30,000) with a focus on clinicians' KT learning needs. A multi-stakeholder planning committee will comprise of front-line clinicians, managers, CRCs, CIUSSS directors, graduate students and KT Committee members to help plan the scientific content and conference logistics. Remaining funds following the Conference will be used for a studentship (\$4,000).**4. KT WEBSITE:**

- Content was updated and uploaded on a continual basis for KT resources, educational events (International KT Conference in Rehabilitation; Interactive Day) and grant competitions
- Monica Slanik will be involved with assisting to reorganize/update website content

## 5. CAPACITY BUILDING IN KNOWLEDGE TRANSLATION

### COURSES AND LECTURES AT SPOT/FACULTY OF MEDICINE

- POTH 680: Knowledge Translation in Rehab
- POTH 612: Knowledge Translation Module
- POTH 617: Occupational Solutions (3 hours)
- POTH 401: Research Methods (2 hours)
- POTH 602: Educational Methodology (2 hours)
- EXMD 641: Experimental Medicine Topic 2

### KT WORKSHOPS

- Canadian Child Health Clinician Scientist Program (CCHCSP)- Annual Virtual Symposium: June 8, 2021 (1 hour)
- FMHS - PGME (Academic half-day in Pediatrics): Feb 9, 2021 (1 hour)
- Faculty of Education - EDPE 632 (Dept of Educational and Counselling Psychology): March 24, 2021 (1 hour)
- FMHS - UGME (INDS 118): June 10, 2021 (1 hour)

### OBJECTIVES FOR NEXT YEAR (2022-2023)

1. Continue to brainstorm and implement strategies to sustaining KT Initiative at SPOT (prepare SSHRC grant application for 2023).
2. Plan for a KT Conference in 2023-2024 with a focus on clinicians' KT learning needs, organized by a multi-stakeholder planning committee.
3. Continue to redefine the mandate, objectives and activities of the KT Initiative at SPOT (revised strategic plan).
4. Communicate our revised strategic plan to all key stakeholders: clinicians and their managers, SPOT faculty, researcher partners, clinicians, graduate students, research agencies (CRIR/REPAR), etc.
5. Improve knowledge and skills related to KT by continuing to deliver a KT SPOT graduate course for students and clinicians; along with KT lectures for the Masters' professional students. Aim at increasing clinician participation as well as increasing diversity from other faculties.
6. Provide a KT website for key stakeholders as a source of information for past/current Edith Strauss scientific activities (e.g. update content from conferences and workshops, grant application guidelines, upcoming events).

*Submitted on August 24, 2022*

*Anita Menon*

*Chair of KT Committee*

*SPOT, McGill University*



## RESEARCH COMMITTEE REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021 – 22)

**Chair(s):** Eva Kehayia

**Members:** Philippe Archambault, Marie Brossard-Racine, André Bussi eres, Matthew Hunt, Mindy Levin, Marc Roig

**Administrative Support:** Erin Douglas

(Membership Note: Marie Brossard-Racine will be on Sabbatical Sept 2022 – Sept 2023)

#### OVERALL MANDATE

To support and promote research activities within the McGill School of Physical and Occupational Therapy, by creating opportunities for exchange, mutual learning and collaboration amongst SPOT researchers, support of grant application development, and dissemination of research across the university and in the broader community.

#### OBJECTIVES FOR THE YEAR (2021-2022)

1. Complete a quick survey of faculty research support needs as a means of shaping future objectives of the committee.
2. Establish a Research Seminar Series – a venue for sharing cutting-edge research in rehabilitation science and related disciplines.
  - a. Aim for one to two per term
  - b. Continue to work with Graduate Program leadership and research faculty to increase student and faculty attendance and work to have PostDoctoral Fellows present as well.
3. Provide ongoing and timely grant support for research faculty members (through the SPOT Research Coordinator).
4. Work to increase visibility / dissemination of SPOT research in the community through social media, Research@SPOT newsletter, and media releases.
5. Continue to update and further develop the Research Tab of the SPOT Website.
  - a. Incorporate the newly developed graphics and descriptions.
6. Support faculty members as they pursue and expand their research programs.
  - a. Aim for at least one Research MasterClass in 2021-22).
  - b. Host at least one ‘Idea Incubator’ session per term.



1. Completed a quick survey of faculty research support needs as a means of shaping future objectives of the committee.

- a. An in depth needs survey was completed in October 2021 – 20 participants (16 TT and 4 CAS).
- b. A Research Committee Open Meeting was held January 12, 2022, where the results of the survey were presented to faculty and a joint session with the Graduate Committee was held. (22 Participants)
- c. An **'Action Plan'** was created through feedback from the survey and the open meeting. Below are the main items and actions taken.

- i. **Grant Specific Support:**

1. Create a Grant Map (completed and sent to all faculty).
2. Create writing or discussion groups as needed (to be pursued this year).

- ii. **Administrative Support:**

1. Circulate and post job opportunities as requested (ongoing).
2. Address and support higher level grant support questions (ongoing).

- iii. **Culture and Communication:**

1. Explore the 'Lab of the Month' (created SPOTlight on Rehabilitation). A new initiative was developed – the **SPOTlight on Rehabilitation**. The first edition was hosted by Mariane Bertagnolli and consisted of **4 Research Seminars** on topics related to her research on women's health.
  - a. May 16<sup>th</sup> – Sherry Grace (**32** participants) Measuring and improving cardiac rehabilitation (CR): International registry and women-focused CR
  - b. June 6<sup>th</sup> – Pedro Dal Lago (**34** participants) Inspiratory Muscle Training (IMT) in cardiac rehabilitation: where we are?
  - c. June 13<sup>th</sup> – Margie Davenport (**25** participants) Prenatal exercise and cardiovascular health (PEACH) study
  - d. June 20<sup>th</sup> – Maria Back (**26** participants) Physical function assessment in cardiac rehabilitation
2. Look into creating a communication 'space' for researchers (to be addressed this year).

- iv. **Social Media:**

1. Continue with current support / Include CAS in future Bulletin issues (will start with the June 2022 issue).

- v. **Systems Level / Lobbying:**

1. Continue to advocate for research space needs / Work to ensure SPOT is aware of larger grants. (ongoing)

- vi. **Postdoctoral Fellows:**

1. Hold a joint meeting with the Graduate Committee (To be scheduled in the fall).

2. **Research Seminar Series – A venue for sharing cutting-edge research in rehabilitation science and related disciplines.**
  - a. This goal was tentatively put on hold while the Committee focused on other items. That said, the first SPOTlight on Rehabilitation consisted of a series of four online seminars.
3. **Provide ongoing and timely grant support for research faculty members (through the SPOT Research Coordinator).**
  - a. The Research Coordinator provided assistance on **nine** faculty grants.
  - b. Provided assistance to SPOT Director and faculty members for **eight** FRQS applications.
4. **Work to increase visibility / dissemination of SPOT research in the community through social media, Research@SPOT newsletter, and media releases.**
  - a. **Twitter** relevant faculty posts liked/retweeted:
    - i. **1455** Followers (June 2022)
  - b. **Google Scholar** accounts followed – all publications tweeted:
    - i. **27** Research Faculty accounts
    - ii. **10** CAS
    - iii. **9** PostDoctoral Fellows
  - c. **Research@SPOT Bulletin** created and sent to SPOT community with research updates, accolades, and publications (**four** editions sent).
    - i. July 2021 / October 2021 / March 2022 / May 2022
  - d. **'Research at a Glance 2021'** created with Benchmarking team to present SPOT research outputs and activities.
5. **Continue to update and further develop the Research Tab of the SPOT Website**
  - a. The new graphics and SPOT Research Domains and Strategies were added to the website.
  - b. Continued development of the research tab with new content and videos added.
  - c. Occasional posting of Postdoctoral Fellows positions, job opportunities, and study participant recruiting.
  - d. Publications are periodically added (approximately monthly).
6. **Support faculty members as they pursue and expand their research programs.**
  - a. **One MasterClass** was integrated into our Open Meeting which allowed the Graduate Committee to join the Research Committee for a session on Supervising Graduate Students and support for supervisors.
  - b. **A session was held with Uzma Jamil** on December 8<sup>th</sup>, 2021, on EDI in Research Applications. (**9** Participants)
    - i. As a follow up, Erin had a private session with Uzma to answer further SPOT faculty questions on February 23, 2022.
  - c. **Grant Map/Calendar** created a list of grants, OSR contact information, and application links. A link to the file has been shared with faculty and they have been encouraged to contribute to the document: <https://mcgill.ca/x/JLZ>.

7. **Other Research Coordinator Tasks** – In the past year, the Research Coordinator has also been involved in an active supporting role with various projects.
- a. **PT Accreditation** – The Coordinator was responsible for developing, collating information, formatting into tables, and uploading tables for Standard 3 of the Accreditation document (**six** tables). The Coordinator also attended and participated in several Standard 3 accreditation planning meetings.
  - b. **REDCap** – The Coordinator works closely with the REDCap team to manage the database and faculty entries. Meetings are held on a regular basis throughout the year (one to three times a month).
    - i. Responsible for reviewing faculty entries and working with faculty members to ensure accuracy and completeness.
    - ii. Works with the team to produce an accurate and complete version of each Faculty Profile.
    - iii. Works with the team to produce deduplicated and accurate SPOT wide profile numbers and benchmarking.
  - c. **International KT Conference**
    - i. In spring 2021, the Research Coordinator provided in-depth support for the conference, working closely with Anita Menon. Tasks included learning and providing support for the platform Whova, creating the online agenda, uploading and formatting all information on the platform, sending and tracking registrations through the system, and uploading participant posters. Support was also provided during the conference.
  - d. **Research Strategic Planning** – The Research Coordinator works to assist the Research Strategic Planning committee to achieve and document their goals.
  - e. **PostDoctoral Fellows** – Bi-Annual survey of all research faculty to gather list of active SPOT PostDoctoral Fellows, forwarding of relevant emails and invitations to PostDoctoral Fellows on list.
  - f. **Miscellaneous Tasks** – The Coordinator also answers various questions or requests. In the past these have included gathering information such as which faculty members have COVID-19 grants/publications and creating information documents such as for EDI resources.

#### OBJECTIVES FOR NEXT YEAR (2022-2023)

1. **Support faculty members as they pursue and expand their research programs.**
  - a. Host one joint meeting per semester between the Research Committee and the Graduate Committee.
  - b. Goal of at least one Research MasterClass in 2022-23.
  - c. Goal of at least one 'Idea Incubator' session in 2022-23.
2. **Provide ongoing and timely grant support for research faculty members (through the SPOT Research Coordinator).**

- a. Provide support for both individual grants as well as large scale grants as possible.
    - i. The Research Coordinator is available to be booked for 4hr time slots for individual faculty grants. The services available are provided to faculty by email every year and described at Full Faculty meetings.
    - ii. If there is need and the Research Coordinator is available, assistance can be provided on larger SPOT grant applications.
  - b. Maintain the Grant Map up to date, seek input from Graduate Committee for addition of student opportunities.
- 3. Continued Development of the SPOTlight in Rehabilitation Initiative – Vision – to give our researchers the opportunity to highlight their areas of research work to colleagues, students, and interested stakeholders.**
- a. Goal of two to three SPOTlight in Rehabilitation groups / labs per year.
  - b. Host at least one Research seminar per term, including SPOT Faculty, invited speakers, and PostDoctoral Fellows (may be as part of the SPOTlight on Rehabilitation series).
- 4. Continue to provide support to the REDCap team (through the SPOT Research Coordinator).**
- a. Provide support in the maintenance and development of the REDCap database.
  - b. Work with the REDCAP team to review faculty entries, ensuring accuracy.
  - c. Host at least one information / drop-in session in the Fall where faculty can pose questions and receive support.
- 5. Increase visibility / dissemination of SPOT research in the community through social media, Research@SPOT newsletter, and media releases.**
- 6. Continue to update and further develop the Research Tab of the SPOT Website.**

Submitted on July 8, 2022

**Eva Kehayia**

**Chair of the RESEARCH Committee**

**SPOT, McGill University**



## SPACE COMMITTEE REPORT

### MCGILL UNIVERSITY – SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY ANNUAL COMMITTEE REPORT (2021 – 22)

**Chair:** Johanne Bourdon

**Members:** Johanne Bourdon, Sarah Marshall, Richard Preuss, Sara Saunders, Judith Soicher

**Administrative Support:** Two meetings held October 7 and October 8, 2021, via Zoom. No meeting dates in 2022 due to overlap meetings with spot@680. Minutes by Johanne Bourdon.

#### OVERALL MANDATE

To secure office space for new faculty hires and ensure teaching spaces are adequate for equipment and furniture.

#### OBJECTIVES FOR THE YEAR

1. Arrange office space for new faculty hires and internal office moves for faculty and staff (ongoing).
2. Address SPOT's classroom needs and take steps to meet them (ongoing).
3. Attend meeting of SPOT relocation preliminary feasibility study/provide space needs.
4. Maintain and update electronic inventory system (ongoing).
5. In collaboration with the Directors, involved in the annual UTLWG funding request for A/V equipment needs. (2021-22).
6. Decrease area footprint of each faculty and staff (2021-22).

#### PRIMARY ACCOMPLISHMENTS

1. Grant of \$31,000 obtained from UTLWG for the purchase of equipment. (March 2022).
2. New CAS faculty Brenda Grant (OT) who started on April 12, 2022, will use Sandra Everitt's desk in H-307. Office space shared with Anita Menon and Barbara Shankland.
3. Madeleine Bonnard (OT) will use a desk in H-302 as of fall 2022. This is a shared office with Barbara Mazer and Dana Anaby.
4. Julien Bernier (PT), Patrick Ippersiel (PT), and Jasmine Pollice (PT) will use a desk in H-203 as of fall 2022. This is a shared office with Isabelle Gagnon, Patricia Belchior and Frangiska Xenopoulos.
5. Sarah Turgeon-Desilets (PT- clinical) will use a desk in D-46. This a shared office with program coordinator administrative staff.

#### OBJECTIVES FOR NEXT YEAR (2022-2023)

1. Address SPOT's classroom needs and take steps to meet them.
2. Maintain and update electronic inventory system.
3. Decrease area footprint of each faculty and staff.

Submitted July 11, 2022

JOHANNE BOURDON

Chair of the SPACE Committee

