

Queen's University
Executive Summary of the Review of the Academic Programs in the School of Rehabilitation Therapy

In accordance with Queen's University Quality Assurance Processes (QUQAP), the School of Rehabilitation Therapy submitted a self-study on May 6, 2014 to the Faculty of Health Sciences, the School of Graduate Studies and the Office of the Provost and Vice-Principal (Academic) to initiate the cyclical program review of its graduate programs. The approved self-study presented program descriptions, learning outcomes, library report and analyses of data provided by the Office of Institutional Research and Planning and the School of Graduate Studies. Appendices to the self-study contained CVs for each full-time member in the School of Rehabilitation Therapy and the library report.

Three arm's-length reviewers (Patricia Solomon, Associate Dean, McMaster University; Mary Egan, Professor, University of Ottawa; and, Andrew Johnson, Chair, Graduate Program in Health and Rehabilitation Sciences, The University of Western Ontario) examined the materials and conducted a site visit on January 19 and 20, 2015. The site visit included interviews with the deputy provost, vice-provost and dean and associate dean Graduate Studies, director and associate directors of the School of Rehabilitation Therapy and meetings with clinicians, librarian, graduate students, staff and faculty.

In their report (January 26, 2015), the review team provided feedback that describes how the School of Rehabilitation Therapy's programs meet the QUQAP evaluation criteria and are consistent with the university's mission and academic priorities. The review team noted that School of Rehabilitation Therapy is a vibrant and successful academic unit, with highly motivated faculty and staff and enthusiastic students.

The review team did report on a number of challenges including: the viability of the graduate program in rehabilitation sciences; lack of adequate space; availability of clinical placements for OT and PT students; replacement of the current learning management system; and, the need to develop a long-term strategy to increase the number of faculty to meet accreditation standards.

Based on all of the above documentation, a *Final Assessment Report* and an *Implementation Plan* were prepared by the vice-provost (teaching and learning) and approved by the provost (August 12, 2015).

The academic programs in the School of Rehabilitation Therapy have been approved to continue and are scheduled for their next review in eight years (2022-2023).

Prepared by the vice-provost (teaching and learning)

September 8, 2015

Final Assessment Report & Implementation Plan for the Cyclical Program Review of the Academic Programs in the School of Rehabilitation Therapy

In accordance with Queen's University Quality Assurance Processes (QUQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate programs delivered by the School of Rehabilitation Therapy. This report identifies the significant strengths of the programs, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an implementation plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; who will be responsible for acting on those recommendations; and, timelines for acting on and monitoring the implementation of those recommendations.

Summary of the Cyclical Program Review of the Academic Programs in the School of Rehabilitation Therapy

The School of Rehabilitation Therapy submitted a self-study to the Faculty of Health Sciences, the School of Graduate Studies and the Office of the Provost and Vice-Principal (Academic) on May 6, 2014. The self-study presented the program descriptions and learning outcomes, an analytical assessment of the academic programs, and program data including the data collected by the Office of Institutional Research and Planning and the School of Graduate Studies. Appended to the self-study were a number of documents including CVs for each member of School of Rehabilitation Therapy and the library report.

Three arm's-length external reviewers (Patricia Solomon, Associate Dean, McMaster University; Mary Egan, Professor, University of Ottawa; and, Andrew Johnson, Chair, Graduate Program in Health and Rehabilitation Sciences, The University of Western Ontario) were selected by the vice-provost (teaching and learning) in consultation with the dean of the School of Graduate Studies, from nominations submitted by the School of Rehabilitation Therapy. The review team evaluated the self-study documentation and then conducted a site visit to Queen's on January 19 and 20, 2015. The site visit included interviews with the deputy provost, the vice-provost and dean and associate dean graduate studies, director and associate directors of the school of rehabilitation therapy and meetings with clinicians, librarian, graduate students, staff and faculty.

In their report (January 26, 2015), the review team provided feedback that describes how the School of Rehabilitation Therapy's programs meet the QUQAP evaluation criteria and are consistent with the university's mission and academic priorities. The review team noted that

the School of Rehabilitation Therapy was committed to providing a rich and valuable student learning experience. In particular, the review team noted that that School of Rehabilitation Therapy is a vibrant and successful academic unit, with highly motivated faculty and staff and enthusiastic students.

The review team did report on a number of challenges including: the viability of the graduate program in rehabilitation sciences; lack of adequate space; availability of clinical placements for OT and PT students; replacement of the current learning management system; and, need to develop a long-term strategy to increase the number of faculty to meet accreditation standards.

The director, after consultation with the associate directors, faculty and staff in the school, submitted a response to the review team report (February 12, 2015). The dean of the Faculty of Health Sciences (February 13, 2015) and the vice-provost and dean of the School of Graduate Studies (February 23, 2015) also submitted their response to the provost's office. Specific recommendations were discussed, and clarifications and corrections presented.

Subsequent to receipt of the review team report and the internal responses from the school and the dean of Graduate Studies, the senate cyclical program review committee (SCPRC) dedicated its meeting of March 10, 2015 to this particular discussion.

The SCPRC would like to recognize the following strengths of the School of Rehabilitation Therapy:

- Well developed and articulated learning outcomes;
- Passionate and innovative faculty and staff;
- High student satisfaction;
- High demand for professional programs;
- High levels of on-time completion rates across all programs.

The SCPRC would like to identify the following opportunities for enhancement. The school should explore ways to:

- Develop new innovative programs that will bring in additional net revenue;
- Expand advancement opportunities to increase donor-supported scholarships and awards;
- Renew faculty, with particular attention paid to augmenting the faculty complement in occupational therapy (to meet accreditation standards);
- Expand the catchment areas for clinical placements in both physical therapy and occupational therapy;
- Identify alternatives to the current insurance requirements for clinical and fieldwork sites that meet the risk tolerance of the University and foster a positive relationship with clinical sites;
- Transition from "Rehab Central" to "Brightspace" as the school's sole learning management system;
- Build on orientation materials and improve support for adjunct faculty.

Summary of the Reviewer's Recommendations with the Director's and Deans' Responses

Clinical Placements

The review team noted that there is a shortage of clinical placements for OT and PT students. In particular it was pointed out that the school had done an admirable job of sourcing alternative placements for students within the occupational therapy program, but students are concerned about the timing of these alternative placements. Specifically, students would prefer not to have their alternative placement first within their program.

The director of the school replied that using alternative placements for the first placement experience in occupational therapy was not ideal. The response went on to say that because of the unexpected high acceptance rate of the class of 2015 there was no option but to use alternative placements for the first experience. The director noted that with manageable enrollments of 70 or less students the school will be able to keep these placements for later in the program when students are better prepared and have broader professional competencies already in place.

The dean of Health Sciences noted that one of the challenges for the School of Rehabilitation Therapy is that the catchment areas have been predicated on historical allocations which do not reflect the current reality. Queen's University has the second largest program in rehabilitation therapy in the province and yet it is expected to rely on the smallest catchment area. The dean's response went on to say that he has been working with both the program directors in occupational therapy and physical therapy to address this inequity and is prepared to provide political advocacy, at the highest levels, to help solve this situation.

Graduate Student Funding

The review team commented on the requirement that faculty members contribute \$5,000 per annum to the funding of graduate students. It was recommended that a moratorium on this funding contribution by all faculty members be introduced until such time as the rehabilitation sciences program becomes self-sufficient.

The director of the School of Rehabilitation Therapy responded that placing a moratorium on this practice is unrealistic at this time. The school already contributes \$100K of its operating budget annually to student funding packages over and above the allocations for teaching assistantships, which are also part of these packages. A suspension on faculty contributions will mean that overall fewer students could be accepted into the program.

The vice-provost and dean of the School of Graduate Studies replied that it is common in the health sciences for faculty members to offer some funds toward the funding packages of doctoral-stream and PhD students. Such grants offer some assurance that there is adequate grant support not only for the research assistant but also the research being undertaken. The School of Graduate Studies agreed with the program director that stopping this practice was unrealistic and would likely reduce enrolments.

Student/Faculty Ratio

The review team expressed concern about future faculty retirements and the need to develop a long-term strategy to increase the number of faculty in the School of Rehabilitation Therapy. In particular the review team noted that the student/faculty ratio in the occupational therapy program falls dramatically below accreditation standards of the Canadian Association of Occupational Therapists.

The director of the School of Rehabilitation Therapy replied that the school wholeheartedly agreed with the reviewers' concerns especially in the OT program and the extent to which it places the program at risk during its next accreditation. The response went on to say that the school believed that the best way to increase the number of OT faculty was to increase the school's overall revenues. To this end, the school has a number of initiatives that are either in development, in the approval process, or already implemented.

The dean of the Faculty of Health Sciences responded that he agreed with the general commentary that Queen's was at the low end of the benchmark for national figures. That being said the dean expressed his confidence that students are getting high quality education in both programs, as manifest by Queen's success on many metrics of student satisfaction.

Implementation Plan:

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation
<p>1. Over the past several years the physical space housing the School of Rehabilitation Therapy has been identified as inadequate. Of particular concern is the lack of any dedicated laboratory space to support clinical skills in the occupational therapy program. This laboratory deficit is impeding OT students' ability to prepare adequately for clinical placements because they lack the opportunity to have hands-on training in the techniques that will be required in those placements. If this and other space issues are not addressed, the academic quality of the programs offered by the School of Rehabilitation Therapy will be impacted. Therefore, it is recommended that the Faculty of Health Sciences develop a detailed strategy on how it plans to address the space deficits in both the short-term (over the next 6 months to a year) and the long-term (one to five years).</p> <p>2. Future growth and program development in the School of Rehabilitation Therapy's professional programs (PT and OT) should be</p>	<p>Develop detailed strategy; Consult with Schools of Medicine and Nursing about future collaborations and use of space</p>	<p>Dean of Health Sciences in consultation with the director of the SRT and Campus Planning</p>	<p>Dean of Health Sciences' <i>annual report</i> to the provost 2016</p>
	Initiate meeting with relevant associate deans	Director, SRT in consultation with the deans of Health	Dean of Health Sciences' <i>annual report</i> to the provost 2016

explored in light of resources including, but not limited to: physical space; availability of clinical placements; IT support; faculty; and support staff.	(Health Sciences and Graduate Studies)	Sciences and Graduate Studies	Vice-Provost and Dean, School of Graduate Studies <i>annual report</i> to the provost 2016
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The dean of Health Sciences and the vice-provost and dean (Graduate Studies), shall be responsible for monitoring the implementation plan. The details of progress made will be presented in the deans' annual reports and filed in the Office of the Provost and Vice-Principal (Academic). Monitoring reports will be posted on the university web site.

Final Assessment Report & Implementation Plan

September 16 2015

Approval Date

Vice-Provost (Teaching and Learning)



Signature

Dean, Faculty of Health Sciences



Signature

Vice-Provost and Dean, School of Graduate Studies



Signature

**Final status of academic programs in the
School of Rehabilitation Therapy**

Approved to Continue

Date of next program review

2022/2023 Academic year