

# Queen's University Quality Assurance Processes

## Cyclical Program Review Progress Report

**This form is for use by academic units and Deans to report on the progress made on Cyclical Program Review Implementation Plans.** Progress Reports are important steps in the overall cycle of continuous improvement as they provide opportunity for reflection as well as for planning ahead to the next stage of the Cyclical Program Review (QUQAP 6.9.3.1).

Please complete the table below to report on progress made in the past 18 Months against the implementation plan.

Once the unit completes their section of the form, please return a signed copy to [gugap@queensu.ca](mailto:gugap@queensu.ca). The form will then be sent to the Faculty Dean and the Dean, SGSPA (if applicable) for their comments and signatures, then to the Vice-Provost, Teaching and Learning for review and signature. It will then be submitted to the Senate Cyclical Program Review Committee (SCPRC) for review and approval, then to Senate for information. **All monitoring reports will be posted on the Provost's Quality Assurance website**, and academic units are strongly encouraged to post the reports on their own websites.

Name of Program(s) under Review
Academic programs offered by the School of Rehabilitation Therapy:  <b>Aging and Health</b> <ul style="list-style-type: none"><li>- GDip (AGHE) Aging and Health Graduate Diploma</li><li>- MSc (AGHE) Aging and Health Master of Science</li><li>- PhD (AGHE) Aging and Health Doctor of Philosophy</li></ul> <b>Occupational Therapy</b> <ul style="list-style-type: none"><li>- MSc (OT) Occupational Therapy Master of Science</li></ul> <b>Physical Therapy</b> <ul style="list-style-type: none"><li>- MSc (PT) Physical Therapy Master of Science</li></ul> <b>Rehabilitation and Health Leadership</b> <ul style="list-style-type: none"><li>- DSc (RHL) Rehabilitation and Health Leadership Doctor of Science</li></ul> <b>Rehabilitation Science</b> <ul style="list-style-type: none"><li>- MSc (RHBS) Rehabilitation Science Master of Science</li><li>- PhD (RHBS) Rehabilitation Science Doctor of Philosophy</li></ul>

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## 1. Academic Unit Report

### 1.1 Recommendation 1: *(Continuous Improvement): Continue with program evaluation of the OT and PT programs to monitor student satisfaction, enrolment trends and performance and competency at graduation.*

The School of Rehabilitation Therapy (SRT) endorsed the recommendation. It plans to continue with current evaluation practice, which is carried out by both staff and faculty members. It retained the staff who do this work during recent staffing cuts. The Faculty Dean commended the School's strong program evaluation plan and committed to sustain resources to ensure the recommendation is met. The Vice-Provost and Dean, School of Graduate Studies and Postdoctoral Affairs (SGSPA) strongly endorsed the plan to conduct regular assessments of programs' successes and challenges.

<b>Proposed follow-up:</b>	Continue with program evaluation processes currently in use
<b>Responsibility for leading follow-up:</b>	Director, School of Rehabilitation Therapy
<b>Timeline for addressing recommendation:</b>	Ongoing
<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	100%
<b>Please provide a brief description of the current, completed or planned work:</b>	<p>The OT and PT programs have well-developed program evaluation plans in place, in part because they are required by their respective national accreditation bodies. The programs collect data on the required areas in the following ways:</p> <ul style="list-style-type: none"><li>- <b>student satisfaction:</b> end-of-block/course student surveys, qualitative questionnaire (OT only)</li><li>- <b>enrolment trends:</b> admissions tracking related to diversity of applicants and student cohorts, quality indicators including cumulative GPA and CASPer scores (PT only)</li><li>- <b>performance and competency at graduation:</b> post-graduation "exit" surveys, one-year recent graduate survey, tracking proportion of students who pass the national exam, employer survey to identify preferred competencies among new graduates (PT only)</li></ul>
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	This is a "continuous improvement" recommendation that will be implemented in an ongoing way.

**1.2 Recommendation 2: (Continuous Improvement) *Continue with program evaluation and post-graduate surveys as appropriate for the other six graduate programs (two course-based and four thesis-based).***

*(Continuous Improvement): Continue with program evaluation and post-graduate surveys as appropriate for the other six graduate programs (four course-based and two thesis-based).*

Reflecting a factual correction by the School, SCPRC amended the recommendation to the following that is included in the implementation plan:

*Continue with program evaluation and post-graduate surveys as appropriate for the other six graduate programs (two course-based and four thesis-based).*

The School endorsed the recommendation with caveats related to a factual error: two of the six graduate programs referred to are course-based and four are thesis-based. The school endorsed the recommendation on post-graduate surveys for the course-based MSc in Aging and Health where cohorts of students graduate at the same time annually. Numbers in the two PhD programs and the thesis-based MSc in Rehabilitation Science are small, and students do not all finish at the same time. This presents challenges for surveying recent graduates. The programs already use various surveys and propose continuing with that approach. The School notes that planned changes in program governance will improve efficiency in the conduct of program evaluation.

The Faculty Dean agreed with the School's response and action plan. The Vice-Provost and Dean (SGSPA) noted that SGSPA conducts exit surveys of graduates which can be made available to the programs. SGSPA offered to advise the programs on evaluation.

<b>Proposed follow-up:</b>	Continue with program evaluation processes currently in use. Review of data by revised governance structures for research and professional programs.
<b>Responsibility for leading follow-up:</b>	Director, School of Rehabilitation Therapy
<b>Timeline for addressing recommendation:</b>	Revised governance implemented by end of 2023 – 2024 academic year. Agreement on methods of collecting feedback from graduates: September 2024
<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	>50%
<b>Please provide a brief description of the current, completed or planned work:</b>	The following program evaluation and post-graduate surveys are being used or planned for the other six graduate programs: <b>Student Feedback on In-Person Intensives (ongoing)</b>

	<p>As part of each RPP Program, students are required to attend at least two in-person intensive sessions held on campus. Following each intensive session, students are asked to complete a feedback survey reflecting on their experience during the intensive sessions and their overall experience in the program to date.</p> <p>The survey focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Content, information, and organization</li> <li>• Community and student experience</li> <li>• Connection to the School of Rehabilitation Therapy</li> <li>• Program strengths to date</li> <li>• Suggestions for future program improvements</li> </ul> <p>The feedback collected is compiled into a report, which is reviewed by the RPP Programs Committee during its bi-monthly meetings.</p> <p><b>Student feedback via the new governance structure (ongoing)</b></p> <p>One key benefit of restructuring the governance of the Research and Post-Professional (RPP) Programs (see Recommendation 5) has been the formal inclusion of six graduate student representatives. Although student representation has long existed within individual program committees, the new governance structure has strengthened the RPP Programs' ability to gather meaningful feedback on cross-program issues. Since its implementation, student input has notably contributed to enhancing program evaluation processes across the RPP Program portfolio.</p> <p><b>Thesis-Based Student Annual Progress Reports Initiative (ongoing)</b></p> <p>In May 2024, the RPP Programs launched a focused initiative to ensure that all doctoral students (AGHE-PhD, RHBS-PhD, RHL-DSc) and RHBS-MSc students completed their Annual Progress Reports through the SGSPS Forms Portal. As part of the process, supervisors are also required to submit corresponding evaluations.</p> <p>In the 2024 reporting cycle, there were 103 thesis-based students enrolled, and we achieved 100% submission compliance of all students not exempted for that year.</p> <p>This annual progress reporting process will be repeated in the Summer 2025 term and on an annual basis thereafter.</p> <p><b>Course-Based Graduate Programs Exit Survey (planned)</b></p> <p>Beginning in August 2025, students completing the Aging and Health Master of Science Program will be required to complete an Exit Survey. This survey is designed to gather feedback on key aspects of the student experience, including:</p> <ul style="list-style-type: none"> <li>• Overall program feedback</li> <li>• Online learning experience</li> <li>• Program outcomes</li> <li>• Professional development and experience</li> </ul>
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	<ul style="list-style-type: none"> <li>• Whether the program met their expectations</li> <li>• Willingness to recommend the program to others</li> </ul> <p>The aggregated survey results will be compiled and presented to the RPP Programs Committee early in the 2025–2026 academic year for review and discussion.</p>
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	This is a “continuous improvement” recommendation that will be implemented in an ongoing way.

**1.3 Recommendation 3: (Continuous Improvement): Continue to monitor and document human resource as it relates to faculty members’ progression through the ranks, research input and output, external awards and research personnel, including graduate students and postdoctoral fellows.**

The School endorsed the recommendation. The Faculty Dean and Vice-Provost and Dean (SGSPA) agreed with the School’s proposed actions on this recommendation.

<b>Proposed follow-up:</b>	<p>Annual reviews with all tenure-track faculty.</p> <p>Collaborate with Health Sciences initiatives on monitoring research input and output.</p>
<b>Responsibility for leading follow-up:</b>	Director, School of Rehabilitation Therapy, working with Vice-Dean (Research), Health Sciences
<b>Timeline for addressing recommendation:</b>	Ongoing
<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	100%
<b>Please provide a brief description of the current, completed or planned work:</b>	<p><b>Annual reviews with all tenure-track faculty:</b> SRT follows the Queens QUFA Collective Agreement Article 28 for annual performance reviews of faculty, which includes collecting data on research input and output, external awards and research personnel (including graduate students and postdoctoral fellows).</p> <p><b>Collaborate with Health Sciences initiatives on monitoring research input and output:</b> In autumn, 2024, the School has formalized a Research Committee within the governance structure, and named two leading scholars to co-chair this committee. The two co-chairs and SRT director meet regularly with QHS Vice-Dean</p>

	Research, Steve Scott, to collaborate on initiatives for monitoring research input and output.
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	This is a “continuous improvement” recommendation that will be implemented in an ongoing way.

**1.4 Recommendation 4: *As improved space plays an important role in quality of teaching and learning, a new building for SRT should be a campaign priority. Consideration of the School's identity may take place in the context of this goal.***

Recommendation 4: *A new building for SRT should be a campaign priority. This may require SRT to be rebranded.*

SCPRC modified the recommendation to the following, which is included in the implementation plan:

*As improved space plays an important role in quality of teaching and learning, a new building for SRT should be a campaign priority. Consideration of the School's identity may take place in the context of this goal.*

SCPRC made the change to make more explicit the link between space needs and academic quality of the programs, and clarify the meaning of rebranding in this context.

The School endorsed the recommendation wholeheartedly, noting that the need for more and better space has been acute for a long time. Constraints on clinical teaching and other aspects of learning were highlighted in the last cyclical program review and despite progress in the meantime, are not yet resolved. The School noted that the responsibility for this decision and leadership rests at the Faculty and University level as it must align with major fundraising campaign priorities. It supports the current approach of seeking funding for a building that would house the School of Rehabilitation Therapy and the School of Nursing, as well as research functions across Health Sciences.

The School's response indicated it is open to re-branding. Consideration of the School's identity is an emerging focus in the development of the School's strategic plan, currently underway. The Dean of Health Sciences noted that the Queen's Health Sciences 2021-26 strategic plan Radical Collaboration includes a plan for a new health sciences building that will house the SRT and School of Nursing, together with others. The planning and fundraising for this facility, with significant effort and support from the Dean and others, is underway, but will continue to require ongoing attention and advocacy.

The Vice-Provost and Dean (SGSPA) supported continuation of the plans that are already underway.

<b>Proposed follow-up:</b>	Ongoing attention to fundraising, advocacy, collaboration across Queen's.  Continuing to refine plans for space needs.
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<b>Responsibility for leading follow-up:</b>	Director, School of Rehabilitation Therapy
<b>Timeline for addressing recommendation:</b>	Continued planning and fundraising.  Consideration of School's identity and possible 'rebranding': Fall 2023 to Fall 2024.
<b>What is the current status of the follow-up?</b>  <b>Include a completion percentage:</b>	In process  <25%
<b>Please provide a brief description of the current, completed or planned work:</b>	<p>The financial and institutional context has shifted significantly since this recommendation was created. At this point, fundraising for a new building for SRT is no longer a priority for QHS or Queen's, but we will be open to opportunities that present themselves.</p> <p>That said, ensuring appropriate spaces to support academic quality of programs remains a priority, and SRT works often with the QHS Director of Operations to optimize existing space. SRT is also working more closely with the Clinical Education Centre to support clinical training for the OT and PT programs.</p> <p>Further, SRT works in close collaboration with the QHS Director of Advancement to advance SRT and QHS-level fundraising priorities (other than a new building).</p> <p>SRT remains open to rebranding and indeed has "identity" as one of our 5 priorities in our 2024-2026 SRT Strategic Plan. However, the shifting institutional context has meant using caution about moving too quickly in this direction given potential shifts in QHS that may also affect SRT (e.g., with potential movement of student seats and/or programs within the university).</p>
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	Rationale provided above.

**1.5 Recommendation 5: *Streamline the number of graduate programs. Stakeholders feel strongly about keeping the four new graduate programs, however, decisions to keep these should be based on evidence. Evaluate the benefits and risks of eliminating the MSc Rehabilitation Science.***

*Recommendation 5: Streamline the number of graduate programs. Stakeholders feel strongly about keeping the four new course-based graduate programs, however, decisions to keep these should be*



*based on evidence of return on investment. Evaluate the benefits and risks of eliminating the MSc Rehabilitation Science.*

SCPRC modified the recommendation to the following, which is included in the implementation plan:

*Streamline the number of graduate programs. Stakeholders feel strongly about keeping the four new graduate programs, however, decisions to keep these should be based on evidence. Evaluate the benefits and risks of eliminating the MSc Rehabilitation Science.*

SCPRC removed 'course-based' to respond to a factual correction on the new graduate programs. The reference to 'return on investment' was removed as it was felt to be potentially out of scope of the reviewers' remit. The committee judged that the phrase was not needed, given the broader reference to evidence-based decision-making.

The School addressed a factual error in this recommendation: of the four new graduate programs launched since the last cyclical program review, two are course-based and two thesis based. The School believes that the other programs referred to in the reviewers' opening statement about streamlining of graduate programs are the MSc and PhD in Rehabilitation Science.

The School endorsed the streamlining of graduate programs but did not agree with the recommendation to streamline the number of graduate programs. It is committed to:

- streamlining course offerings across all programs, including but not limited to opening up core courses in all programs to be possible electives for students in other programs.
- aligning processes, such as doctoral comprehensive examinations wherever such alignment does not affect the intended learning outcomes.
- ongoing integration of administrative processes.

Regarding the MSc Rehabilitation Science in particular, the School endorsed that this program should only be retained if the risk-benefit ratio indicates it should be. The School is developing a 8 major modification proposal to the Rehabilitation Science programs that encompasses the MSc program. If the proposal is approved and implemented, the School commits to undertaking program evaluation that will enable assessment of the risk-benefit ratio of retaining the RHBS-MSc program.

The Faculty Dean agreed with the School's proposed action plan on this recommendation and will support the School in its implementation.

The Vice-Provost and Dean (SGSPA) strongly encouraged the School to initiate a comprehensive consultation plan involving all stakeholders before considering potential closure of the MSc in Rehabilitation Science. He noted this would help the School to gain deeper insight into the program's accomplishments and challenges. By carefully reviewing the program's original objectives and its relevance in the current context, the School should be better equipped to make an informed decision about its future.

<b>Proposed follow-up:</b>	Restructure governance of research and post-professional (RPP) programs to promote collaborative decision-making about curriculum, program evaluation and other processes amongst more faculty members.
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	MSc Rehabilitation Science: Initiate a comprehensive consultation plan involving all stakeholders to gain deeper insight into the program's accomplishments and challenges. Review the program's original objectives and its relevance in the current context.
<b>Responsibility for leading follow-up:</b>	Director, School of Rehabilitation Therapy, and Associate Director, Research and Post-Professional Programs
<b>Timeline for addressing recommendation:</b>	<p>New governance structure implemented in 2023- 2024 academic year.</p> <p>Streamlining program offerings: By Spring 2024, agree on evidence base for decision making.</p> <p>By 18-month progress report, identify times when the 4 programs will be reviewed.</p> <p>Review and consultation on the MSc Rehabilitation Science: complete by end 2025-2026 academic year.</p>
<b>What is the current status of the follow-up?</b>  <b>Include a completion percentage:</b>	<p>In Process</p> <p>&gt;50%</p>
<b>Please provide a brief description of the current, completed or planned work:</b>	<p><b><u>Proposed follow-up 1: Restructure governance of Research and Post-Professional (RPP) Programs to promote collaborative decision-making about curriculum, program evaluation and other processes amongst more faculty members.</u></b></p> <p>The following restructuring has occurred that supports this recommendation:</p> <p><b>Restructuring Governance of Research and Post Professional Programs (completed)</b></p> <p>As part of the 2021–2022 QUQAP review, it became clear that faculty and staff serving on multiple program committees within the RPP (Research and Post-Professional) portfolio would benefit from a more integrated governance structure. A coordinated approach was seen as essential to better support faculty, students, and staff across these programs.</p> <p>In Fall 2022, Academic Council approved the development of a new governance model for the RPP Programs. Terms of Reference were initially approved [date] and minor modifications were presented to Academic Council and re-approved [date].</p> <p><b>New Governance Structure (completed)</b></p> <ol style="list-style-type: none"> <li><b>RPP Programs Committee</b> This committee comprises of all faculty members within the</li> </ol>

	<p>school who are involved in at least one RPP graduate program. In addition, six graduate student representatives are elected annually. The committee's primary purpose is to oversee the development and delivery of a suite of rigorous graduate programs, ensuring they operate effectively and efficiently within the School.</p> <p><b>2. RPP Programs Executive Committee</b></p> <p>This executive body includes the Associate Director of the RPP Programs, and four faculty members who are also members of the RPP Programs Committee. Its mandate is to manage the administrative and operational aspects of the RPP graduate programs such as providing leadership to annual processes of admissions, awards adjudication, etc.</p> <p>The new governance structure has enhanced collaboration and streamlined decision-making across the RPP program portfolio (comprising six graduate programs). It has improved coordination in areas such as curriculum development, program evaluation, and administrative processes, fostering a more cohesive and efficient academic environment.</p> <p><b>Rehabilitation Science Program – Major Modification (completed)</b></p> <p>In January 2023, the Research and Post-Professional (RPP) Programs initiated a major modification to the Rehabilitation Science MSc and PhD programs, proposing a shift to a blended delivery format. This change was designed to expand remote, online learning opportunities while maintaining essential on-site, in-person components.</p> <p>The proposed modification aligned the delivery of these programs with the existing blended models used in the AGHE Graduate Diploma, MSc, PhD, and RHL-DSc programs. The modification was approved and fully implemented in the 2024–2025 academic year.</p> <p>As a result, all six graduate programs within the RPP portfolio now operate under a similar blended delivery model. This standardization has led to greater efficiencies in program administration and operations.</p> <p><b>Collaboration to Improve Curriculum Decision-Making (ongoing)</b></p> <p>The RPP Associate Director has engaged in active discussions with counterparts in the School of Nursing (SON) and the Department of Public Health Sciences (PHS) to explore opportunities for greater efficiency in course offerings across QHS. These discussions focus on aligning elective offerings so that single, high-quality courses can serve students across multiple programs. While this approach offers financial efficiencies, its primary value lies in enhancing educational outcomes. Joint course offerings promote interdisciplinary learning and directly support QHS's strategic priority of integrated health science education.</p>
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	<p><b><u>Proposed follow-up 2: MSc Rehabilitation Science: Initiate a comprehensive consultation plan involving all stakeholders to gain deeper insight into the program’s accomplishments and challenges. Review the program’s original objectives and its relevance in the current context.</u></b></p> <p>The following has occurred that supports this recommendation:</p> <p><b>Initiating a Comprehensive Consultation Plan for the Rehabilitation Science MSc Program (planned)</b></p> <p>Since 2023, the RPP Program Committee has focused on initiating and implementing a major modification to the Rehabilitation Science (RHBS) Programs (PhD and MSc), primarily aimed at transitioning both to a blended delivery model.</p> <p>Looking ahead, a comprehensive consultation process focused specifically on the RHBS MSc program is planned for the 2025–26 and 2026–27 academic years. This process will include a detailed program evaluation to assess achievements, identify challenges, and determine whether the program’s original objectives continue to be met.</p> <p><b>Financial Viability of Graduate Programs (planned)</b></p> <p>During the Summer 2025 term, SRT is collaborating with colleagues in Queen’s Health Sciences (QHS) to develop detailed financial models for each graduate program. These models will evaluate the financial performance of the programs both individually and collectively.</p> <p>In the 2025–2026 academic year, the School of Rehabilitation Therapy (SRT) will use its established governance mechanisms to review these financial models to support informed decision-making. This process will include assessing whether streamlining the number of graduate programs is financially or academically advisable.</p>
<p><b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b></p>	<p>Rationale and plans for moving forward described above.</p>

**1.6 Recommendation 6: Consider offering “service” courses to large classes of undergraduate students on campus to generate revenue and as a way to recruit students to one of the graduate programs. This may also increase teaching assistantships for graduate students.**

The School undertook to explore this possibility, both for on-campus courses and within the online Bachelor of Health Sciences program. It would ensure that any potential offerings were complementary to existing courses provided by other academic units. The School was not convinced that offering

undergraduate courses would increase teaching assistantships for graduate students; SRT graduate students can already apply for these roles, although they are not a priority group for hiring.

The Faculty Dean agreed with the School's proposed response to the recommendation, noting that the development of "service" courses requires much thought and careful consideration of the resource investments vs return. Opportunity may exist to further develop interdisciplinary courses that attract a broad audience of learners. This is currently being actively explored by the Faculty.

The Vice-Provost and Dean (SGSPA) supported the School's action plan and offered consultation on increasing opportunities for graduate students.

<b>Proposed follow-up:</b>	Explore the contribution of "service courses", considering resource investments vs. return. Potentially create a business case.
<b>Responsibility for leading follow-up:</b>	Director, School of Rehabilitation Therapy
<b>Timeline for addressing recommendation:</b>	2023-2024 academic year
<b>What is the current status of the follow-up?</b>	Completed
<b>Include a completion percentage:</b>	100%
<b>Please provide a brief description of the current, completed or planned work:</b>	<p>We explored the viability of "service courses" as a strategy for generating revenue, and the decision was taken with QHS that, thus far, the time has not been right for this initiative.</p> <p>The financial landscape has shifted since this recommendation was created, and the current goal is to stabilize the School by reining in existing spending. There is no available funding at this point to invest in the development work required for creation of service courses, although we are open to new opportunities presenting themselves.</p> <p>The School remains open to revisiting this possibility and others that present themselves once we are through this challenging fiscal chapter.</p>
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	Rationale described above

**1.7 Recommendation 7: Creatively increase fieldwork capacity; consider forming partnerships and agreements with OT and PT programs in other provinces; target students from provinces that can agree to locate placements for students in their home provinces; create some international placements for those that wish to travel abroad; reciprocate by offering one placement in Queen's catchment area for three placements in another province that has a rich pool of placements.**

The School endorsed the recommendation, commenting that fieldwork capacity has been an ongoing challenge at SRT as it has for other OT and PT programs in Canada. Strengthening clinical education capacity is emerging as one of five strategic foci in the 2023-2026 SRT strategic plan, currently under development. The School will explore the potential for partnerships with OT and PT Programs in other provinces as noted in the recommendation; however, some structural constraints that may limit success are anticipated.

The School will continue to pursue international placements in two respects: (1) openness to opportunities with new partners in high-income settings, and (2) deepening relationships with key longstanding international partners in resource-limited settings in order to centre equity, reciprocity and accountability.

The Faculty Dean and Vice-Provost and Dean (SGSPA) agreed with the School's action plan.

<b>Proposed follow-up:</b>	Conduct a collaborative and comprehensive mini-strategic planning process specifically related to strengthening clinical education at the School. Community members to be included as stakeholders in the process
<b>Responsibility for leading follow-up:</b>	Director, School of Rehabilitation Therapy, to identify co-leads of planning process.
<b>Timeline for addressing recommendation:</b>	Planning process: July 2023 – June 2024.  Implementation: 2026, aligned with SRT strategic plan.
<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	50%
<b>Please provide a brief description of the current, completed or planned work:</b>	<p>We created three structures to address this priority: (1) a Clinical Education Strategic Leadership committee within SRT, and (2) a group of clinical education leaders from SRT and KHSC , and (3) a group of clinical education leaders from SRT and Providence Care.</p> <p>We learned the following about the approaches to increasing clinical fieldwork opportunities identified above:</p> <ul style="list-style-type: none"> <li>• <b>consider forming partnerships and agreements with OT and PT programs in other provinces:</b> this has proven to not be viable because of new norms among the OT and PT schools across Canada whereby sharing clinical</li> </ul>

	<p>internships is not being pursued collectively. Part of the challenge is that many OT and PT programs across Canada in Ontario and are expanding enrollment and thus holding placement opportunities internally to meet their own growing capacity needs</p> <ul style="list-style-type: none"> <li>• <b>target students from provinces that can agree to locate placements for students in their home provinces:</b> this has also proven to not be a viable pathway for the reasons noted above. We further note that there is no national process for this, nor interest across programs in creating such a process. Further, the PT and OT programs do not consider the home province of students as part of admission decisions</li> <li>• <b>create some international placements for those that wish to travel abroad:</b> we have invested in this strategy with a focus on international placements in high-income countries. Annually, all OT and PT students are invited to declare interest in an intentional placement. Every learner who meets the threshold is able to proceed with planning an international placement with guidance and support from our clinical education team.</li> <li>• <b>reciprocate by offering one placement in Queen's catchment area for three placements in another province that has a rich pool of placements:</b> this has proven to not be viable for the reasons noted above</li> </ul> <p>Through our collaborative work with KHSC and Providence Care, new positions are being piloted to support clinical education student onboarding. We have also identified new potential strategies for increasing fieldwork opportunities through working with the Interim Dean on building ties with Lakeridge.</p>
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	Rationale noted above. Plan is continued work through these 3 structures to grow clinical internships opportunities where possible.

**1.8 Recommendation 8: Maximize the admission capacity in order to obtain government grant and student tuition for 80 in each OT and PT cohort. This must be done in tandem with Recommendation 7.**

The School agreed to explore expanding the admission capacity of the PT and OT cohorts. It would like to help address the health human resource shortage across healthcare. It questioned whether a target of 80 students in each program cohort was appropriate given how graduate student funding is granted to the University. It also emphasized that expanding enrolment is more complex than the recommendation implies. Limiting factors that must be taken into account include:

- lack of placement opportunities in specific categories of care provision mandated by accreditation standards;

- lack of classroom capacity (main PT classroom cannot accommodate 80 students);
- budget to support appropriate instructor/student ratios (both for accreditation, and for effective teaching).

The Faculty Dean agreed with the School's proposed plan. The Vice-Provost and Dean of SGSPA encouraged the School to remain open to the possibility of increasing its annual recruitment target to 80 students per program. He also expressed his willingness to engage in further discussion with the School regarding the graduate student funding model.

<b>Proposed follow-up:</b>	Explore possible expansion of enrolment in the PT and OT programs. Create a plan in context of SRT Strategic Plan.
<b>Responsibility for leading follow-up:</b>	Director, School of Rehabilitation Therapy
<b>Timeline for addressing recommendation:</b>	July 2023 – June 2024
<b>What is the current status of the follow-up?</b>	Completed
<b>Include a completion percentage:</b>	100%
<b>Please provide a brief description of the current, completed or planned work:</b>	<p>SRT has worked closely with the QHS CFAO to develop data-driven approaches to program expansion. At this point, it does not appear to be in the financial interest of SRT or QHS for the OT and PT programs to increase enrollment to 80. As such, this direction is not being pursued.</p> <p>We are also working closely with other PT and OT programs across Ontario who are in the process of increasing enrollment, and we note they are consistently finding that the costs of expansion are bigger than expected.</p> <p>Another key consideration for our School is the faculty hiring freeze, which has led to gaps in our faculty complement since we have been unable to fill the positions of professors who have changed universities or retired.</p>
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	See above



**1.9 Provide 2-3 examples of how the program(s) under review have improved as a result of the cyclical program review process.**

The recommendations above have helped fuel our School's trajectory of creating proactive data-driven decisions about programs and initiatives.

Program evaluation activities across all programs in the School are crucial for ensuring continuous quality improvement. The QUQAP process gives us an anchor for sharing and receiving feedback on our program evaluation approaches. This was particularly true for program evaluation processes developed as part of the RPP governance transition.

The CPR process helped us focus on transitioning the Rehabilitation Sciences program to blended in ways that streamline our offering at the course level and also at the level of events such as intensives.

## **2. Decanal Response**

**2.1 Include any general comments on the Progress Report:**

The leadership of the School has made significant progress on all recommendations, except on the issue of space, through focused and sustained efforts. The creation of the new governance of the RPP's has been a major benefit to the School's programs and efforts.

**2.2 Comment on any recommendations that have not been addressed within the proposed timeline:**

Recommendations on space remain incomplete, but are largely beyond the control of the School and, as articulated are significantly influenced by current fiscal and other priorities.

**2.3 Comment on any recommendations that require the Dean's action, such as recommendations that involve budgetary considerations.**

The Dean's Office will support the School in optimizing use of current space, and any modifications necessary to enhance use of the space, as articulated in the report. Ongoing support of advancement and branding opportunities will also continue.

## **3. Decanal (School of Graduate Studies and Postdoctoral Affairs) Response (if applicable)**

**3.1 Include any general comments on the Progress Report:**

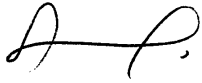
The School must be commended for the significant progress it has made in responding to the recommendations. Each recommendation was thoughtfully considered, with its feasibility assessed in relation to the School's capacity and the broader institutional context. Where possible, the School undertook constructive actions to streamline and enhance its operations. In cases where full implementation was not feasible, such as those involving space constraints or the expansion of

placement opportunities, the School provided a clear and reasonable assessment of the limitations involved.

**3.2 Comment on any recommendations that have not been addressed within the proposed timeline:**

NA

## Authorizations



June 26, 2025

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*Signature of Unit Head*

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*Date*



July 18, 2025

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*Signature of Faculty Dean*

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*Date*



July 29, 2025

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*Signature of Vice Provost and Dean, SGSPA*

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*Date*



October 6, 2025

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*Signature of Vice-Provost, Teaching and Learning*

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*Date*

November 20, 2025

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*Date of Review and Approval by the Senate Cyclical Program Review Committee*