

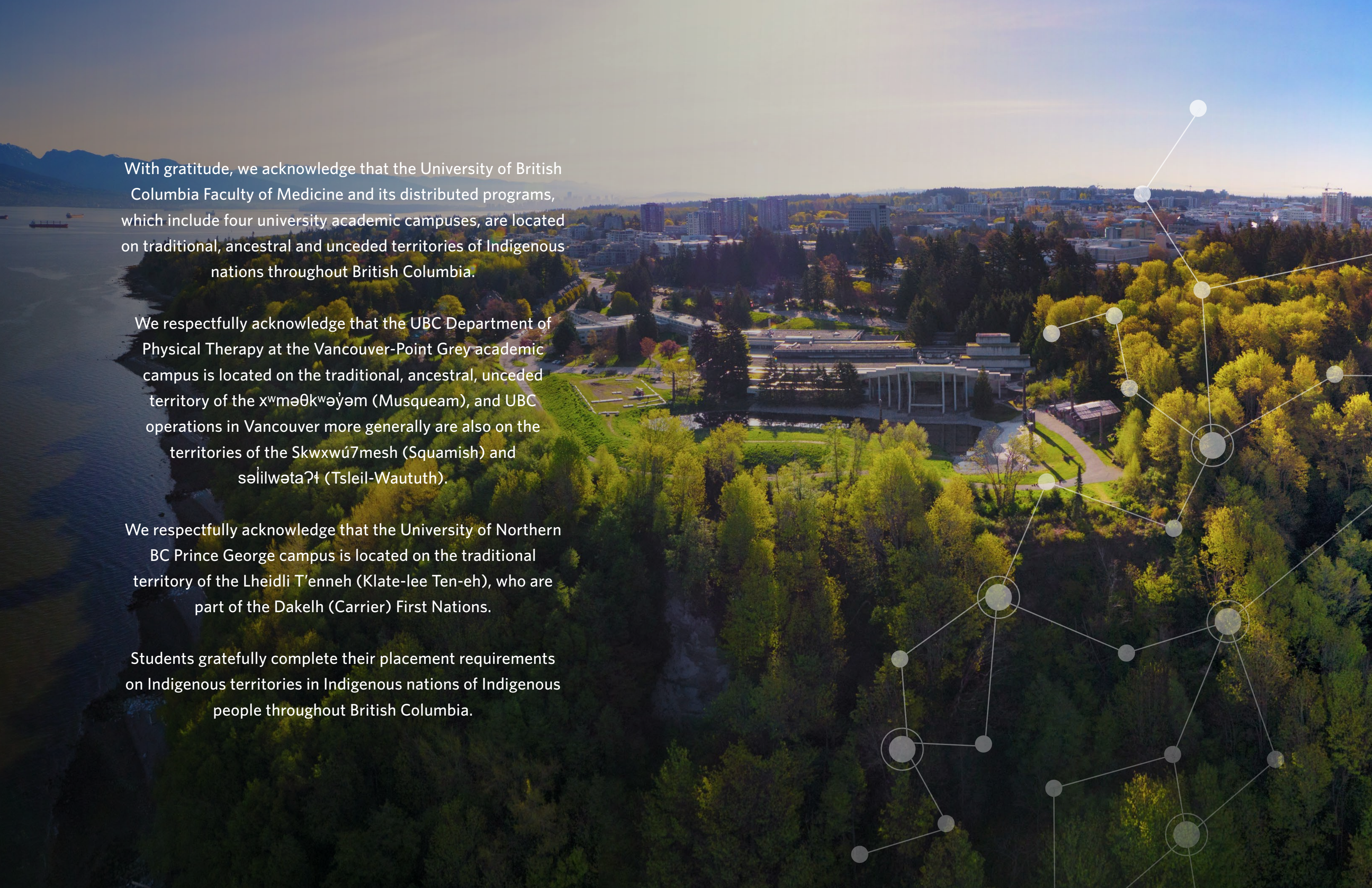
Strategic Plan

2021-2026



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Physical Therapy
Faculty of Medicine

An aerial photograph of the University of British Columbia Vancouver campus, showing a mix of green trees and urban buildings. A white network diagram with circular nodes and connecting lines is overlaid on the right side of the image. The text is positioned on the left side of the image.

With gratitude, we acknowledge that the University of British Columbia Faculty of Medicine and its distributed programs, which include four university academic campuses, are located on traditional, ancestral and unceded territories of Indigenous nations throughout British Columbia.

We respectfully acknowledge that the UBC Department of Physical Therapy at the Vancouver-Point Grey academic campus is located on the traditional, ancestral, unceded territory of the xʷməθkʷəy̓əm (Musqueam), and UBC operations in Vancouver more generally are also on the territories of the Skwxwú7mesh (Squamish) and sə́lilwətaʔt (Tsleil-Waututh).

We respectfully acknowledge that the University of Northern BC Prince George campus is located on the traditional territory of the Lheidli T'enneh (Klate-lee Ten-eh), who are part of the Dakelh (Carrier) First Nations.

Students gratefully complete their placement requirements on Indigenous territories in Indigenous nations of Indigenous people throughout British Columbia.

The Department of Physical Therapy’s current Strategic Plan is built upon a strong foundation of excellence and the four values of enhancing innovation, integrity, collaboration and excellence, outlined in the Department’s original Strategic Plan document (2018 – 2023).

These values align with the four key principles – excellence, equity, engagement and effectiveness – highlighted in the Faculty of Medicine’s 2020 Strategic vision.

This strategic plan update highlights the Department’s commitment to actively align with the following:

- 1. 2020 PEAC accreditation standards.
- 2. [The Indigenous Strategic Plan](#) (ISP, 2020) in recognizing our(s) (as well as the Faculty of Medicine’s and the University’s). commitments to responding appropriately to the Calls for Action stated in the Truth and Reconciliation (TRC).

Specifically, this update aligns with ISP’s vision and mission, as well as quote reflects the imperative of implementing the ISP.

- Vision stated in ISP (2020):
- UBC as a leading university globally in implementation of Indigenous peoples’ human rights.

- Mission stated in ISP (2020):
- To guide UBC’s engagement with Indigenous peoples and its commitment to reconciliation, as articulated and called for by the Truth and Reconciliation Commission of Canada.

“In implementing Indigenous human rights as a university community, we build an environment in which students, faculty and staff will share intercultural understanding, empathy, and mutual respect for the rights of all peoples (ISP, 2020, p.24)”

3. University’s [Inclusion Action Plan \(IAP, 2019\)](#)

The IAP reflects the University’s commitment to make Equity and diversity... integral to the mission of the University of British Columbia, and (enable) UBC (to) strive to be a community in which equity is embedded in all areas of academic, work and campus life” (Santa J. Ono, President, The University of British Columbia, [IAP poster boards](#))



Head's Message

It gives me great pleasure to introduce our updated Department of Physical Therapy Strategic Plan, designed to give us our focus and direction for the next 5 years. I hope that you will find in this plan something that is meaningful to you – either as a patient who has received physical therapy services; as a clinician who supports our student learning in the classroom or clinical settings; as a student in either our professional or research-based graduate programs or in one of our certificated programs; as a staff member who supports the department and strives to make us the best we can be; or as a faculty member, leading the way in the provision of education and research. Excellence is a “team sport”. In order to excel, we need all of our partners and stakeholders to work with us as we move the profession of Physical Therapy forward. We particularly need and want to engage with those traditionally under-represented in our work, and we welcome you and ask that you add your voices to help direct us as we journey forward.

As I begin my second term as Head, it is heartening to reflect on the many successes of our Department, which has continued to move forward in significant ways despite the challenges arising from Covid. Providing education programs that are largely practical and continuing with research programs that often rely heavily on patient and family partners is no mean feat during a pandemic! Huge kudos to our staff and faculty who are truly amazing, and who “stepped up to the plate” in numerous ways to help and provide support to the programs and each other. We would particularly like to acknowledge our clinical partners, who taught in our lab classes, and who continued to offer clinical placements to our MPT students despite very challenging circumstances; largely due to their efforts our students were able to continue through the program and graduate on time.

Since the launch of the last strategic plan, there have been many milestones in the Department. We were able to increase our faculty complement due to faculty renewal and expansion funding; in partnership with UNBC we launched our first program distribution to the cohort of students in Prince George; we opened the Physical Therapy and Research Clinic, and our faculty continue to attract major grant funding and awards, with their work frequently featured on mainstream media. During that time, we have also strengthened our collaborations with the Physiotherapy Association of BC (PABC) and the College of Physical Therapists of BC (CPTBC) who have worked together with us to provide support to Physical Therapists during the pandemic, and who have also partnered in creating a joint position statement on justice, equity, diversity, and inclusion. We recognise that our strength is magnified in partnerships, and we work closely with many of the centres and institutes on campus, as well as with health authority partners around the province.

We welcome any thoughts and feedback on the strategic plan. Please don't hesitate to contact us and if you have any suggestions for us – please do let us know!

Sue Murphy
Department Head
Department of Physical Therapy
Faculty of Medicine

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Objective 1:

To educate outstanding MPT graduates who will advance the profession.

The Department of Physical Therapy is invested in not only preparing our Master of Physical Therapy graduates to be safe and competent physical therapists, but also in fostering a foundation and awareness of their roles to advance the profession; to adapt to the changing clinical environment and research evidence; and to embrace more complex practice and new roles.

This goal aligns with the Faculty of Medicine's strategic goal for education: "Teach, develop and mentor practitioners and scientists so that they can work together effectively in an evolving system.", which speaks to the changing demands of the clinical practice environment in the broader community and the need for clinicians to be adaptable and forward thinking.



THE UNIVERSITY OF BRITISH COLUMBIA
Department of Physical Therapy
Faculty of Medicine



“Teach, develop and mentor practitioners and scientists so that they can work together effectively in an evolving system.”

OBJECTIVES

Administer an equitable and transparent admissions process that selects ideal candidates for Physical Therapy practice in BC.

STRATEGY

- Align admissions process to ensure justice, equity, diversity and inclusivity.
- Develop and expand recruitment marketing for systematically marginalized communities including: Indigenous, rural and newcomer students.
- Collaborate and build relationships for a mentoring system for newcomers that help build a culturally safe recruitment and mentorship* throughout the MPT program.
- Collaborate and build relationships with Indigenous services at UBC (Center of Excellence in Indigenous Health, Long House etc.), to help build a culturally safe recruitment and mentorship for Indigenous students throughout the MPT program.
- Recruit and admit students with an interest in research that advances knowledge and clinical practice related to physical therapy.

* *mentorship = is an intentional, planned and strategic relational process, inclusive and not limited to referring and connecting students to social and cultural supports at the UBCV and UNBC campuses.*

KEY PERFORMANCE INDICATORS

- Increase in number of Indigenous graduates in the MPT Program to reflect and / or exceed provincial data: >/= 5%.
- Increase in number of UBC graduates employed in rural & remote geographical areas and public practice settings.
- Increase in number of UBC graduates enrolled in further research training.



OBJECTIVES

Ensure curriculum (academic courses and clinical education) prepares graduates to be safe and competent entry-level practitioners and aligns with National documents:

- 2017 Competency Profile
- 2019 Curriculum Guidelines
- National Association for Clinical Education in Physiotherapy (NACEP) Guidelines
- 2020 Physiotherapy Education Accreditation Canada (PEAC) Accreditation Standards

STRATEGY

- Review curriculum and ensure alignment with the National PT Competency Profile, CCPUP Curriculum Guidelines and Clinical Education Guidelines to ensure program educates safe and competent entry-level practitioners.
- Ensure best evidence is reflected in the curriculum and enhance role of PTs as evidence-based practitioners.
- Enhance curriculum to strengthen professionalism, leadership, ethics and intercultural communication and cultural intelligence competencies.

KEY PERFORMANCE INDICATORS

- Evidence of alignment of MPT Program Curriculum and Clinical Placement experience with 2017 Competency Profile.
- Evidence of graduate success on National Exams and/or provincial alternatives.



Teaching, learning, and scholarship

(Reflected in the area of Learning, Research, and Engagement, in the Inclusion Action Plan, 2019)

OBJECTIVES

1. Optimize learning opportunities for faculty, lecturers and instructors to develop teaching skills that foster engagement and competency development.
2. Optimize learning opportunities to engage learners in both academic and clinical placement settings.
3. Identify students needing additional academic and mentorship supports early in their training.

STRATEGY

- Support and showcase educational scholarship and professional development and contribution.
- Support clinical educator and clinical faculty professional development and engagement with the Department Clinical Educators.
- Provide a minimum of 5-6 clinical educator workshops per year and focused in-services related to curricular and clinical priorities to support the professional development of clinical faculty / clinical educators.
- Provide development opportunities for all staff and faculty in both: a) Justice, equity, diversity & inclusion (JEDI) & cultural intelligence and b) Indigenous Cultural Humility to strengthen capacity to provide inclusive care, especially in under-resourced communities.
- Create a cohesive online MPT course catalogue that aligns with best practices.
- Recruit diverse, skilled, and experienced educators who act as positive professional role models.
- Embrace new teaching and learning technology and methodologies to engage learners.
- Refine clinical education policies to best identify

students who are not meeting minimum requirements (suitable for the level of training) early in the placement in order to provide timely and comprehensive supports.

- Update, publish and broadly distribute learning module for clinical educators regarding identifying and supporting students in difficulty on clinical placement.
- Refine tracking mechanisms to ensure that all students with identified concerns in academic courses and on placement (e.g. contact from preceptor, ACP at mid-term) are contacted with a supportive remediation plan and tracked.
- Track educational scholarship and professional development during annual reviews with faculty / instructors.

KEY PERFORMANCE INDICATORS

- Increased number of teaching and learning workshops attended by faculty.
- Increased number of awards / recognitions for teaching and learning related activities (e.g. teaching awards, conference presentations).
- Development of new clinical educator resources (i.e., infographics, FAQ documents, etc.) annually to support clinical education priorities.
- Increased uptake and usage of new teaching and learning approaches.
- Increased positive feedback from students regarding the learning environment and experience (e.g. academic reps, learning environment questionnaires, teaching evaluations) .
- Evidence of graduate success from clinical community (e.g. through committee feedback or employer surveys).
- Evidence of graduate success on National Exams.



Objective 2:

To improve physical therapy capacity in underserved areas, including Indigenous communities, and in specialty areas of practice.



**Educate students who graduate
and serve the physical therapy
health needs of BC's communities.**



Admissions

OBJECTIVES

Optimize admissions and recruitment strategies to admit students with an interest to serve in the public sector and under-served populations*.

**Under-served populations = include Indigenous, rural and newcomer students.*

STRATEGY

- Recruit and admit students with an interest in serving the healthcare needs of all British Columbians, with a focus on applicants with interest in public practice and under-served populations.
- Develop and expand recruitment strategies (mentorship and relationship building) for systematically marginalized communities including Indigenous, rural and newcomer students.

KEY PERFORMANCE INDICATORS

- Increase in number of UBC graduates employed in rural & remote geographical areas and public practice settings.
- Maintain or increase the diversity of students to match the profile of the BC population.



Objective 2: *To improve physical therapy capacity in underserved areas, including Indigenous communities, and in specialty areas of practice.*

OBJECTIVES

Ensure MPT curriculum meets the needs of all British Columbians, in particular under-resourced communities.

STRATEGY

- Engage with stakeholders to develop new content to better prepare graduates to work with patients from diverse areas and with complex needs in line with a justice, equity, diversity and inclusion (JEDI) lens.
- Incorporate Indigenous health and traditional well-being concepts, anti-racism, anti-oppression and justice, equity, diversity, decolonization and inclusion content across the curriculum.
- Provide capacity development opportunities for all staff and faculty in both:
 - a) JEDI & cultural intelligence AND
 - b) Indigenous Cultural Humility to strengthen capacity to provide inclusive services.



Teaching, learning, and scholarship

OBJECTIVES

1. Support clinical educators working in under-resourced areas and optimize learning opportunities for them.
2. Educate students who graduate and serve the physical therapy health needs of all BC's communities.

STRATEGY

- Support clinical educators working in under-resourced areas to become clinical faculty and contribute to instructional capacity, including/focusing on Indigenous faculty and educators from diverse backgrounds.
- Optimize learning opportunities that expand learners' experiences to underserved areas.
- Ensure that all students experience clinical examples during lectures/labs that address underserved geographical areas as well as populations/ communities that expand beyond the urban setting.
- Expand clinical experiences in diverse areas, including rural contexts.
- Expand the distribution of the MPT program to sites in Fraser, the Okanagan, and the Island.

KEY PERFORMANCE INDICATORS

- Increase opportunities for clinical faculty members from under-served areas to contribute to MPT teaching by >2 per year.
- Increase positive feedback from students regarding the diversity of learning environment and experience.



Objective 2: *To improve physical therapy capacity in underserved areas, including Indigenous communities, and in specialty areas of practice.*

OBJECTIVES

1. Engage in partnerships with Indigenous Peoples and communities to further research in rehabilitation as identified through the partnership.
2. Based on partnership with Indigenous Peoples and communities, highlight faculty who are doing research projects in Indigenous Health or underserved areas .

STRATEGY

- Develop partnership with key stakeholders to better understand PT related research needs for their communities.
- Hold one slot of DPT Research Rounds per year for presentation of research projects in Indigenous Health or underserved areas.

KEY PERFORMANCE INDICATORS

- Number of projects that involved Indigenous Partners where DPT faculty is PI, Co-I or collaborator.
- Number of media citations for work by a faculty member in this area (i.e., feature on Department, FOM or UBC web or print media, as well as those of Research Institutes, as well as traditional media, namely radio, TV, newspaper, social media and web.



Objective 2: *To improve physical therapy capacity in underserved areas, including Indigenous communities, and in specialty areas of practice.*

Objective 3:

To be recognized among the best physical therapy research programs in the world.



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Physical Therapy
Faculty of Medicine

The Department is home to numerous researchers who are recognized as world leaders in the fields of neuroscience, neurorehabilitation, pulmonary physiology, pulmonary rehabilitation, oncology, musculoskeletal conditions, knowledge translation and physical activity promotion.



Admissions

OBJECTIVES

Recruit, retain, and train outstanding research trainees (MSc, PhD, Post-Doctoral Fellow (PDF)) within the Department.

STRATEGY

- Recruit and admit students with an interest in PT research to advance clinical research.
- Provide excellent training that will propel trainees to the next level of their career and whose research will advance the field.

KEY PERFORMANCE INDICATORS

- Number of trainees at each level.
- Number of UBC graduates enrolled in further research training.
- Number of competitive scholarships awarded each year to trainees and total \$ amount held per year.
- Number of publications that include trainees and number of publications that trainee is the first author.
- Number of training /skill-building opportunities for trainees.



Objective 3: *To be recognized among the best physical therapy research programs in the world.*

OBJECTIVES

Provide MPT students opportunities to increase their awareness of, and involvement in, research.

STRATEGY

- Provide research placements.

KEY PERFORMANCE INDICATORS

- Number of research placements offered.
- Number of MPT students with authorship on publications.



Recognition and Awareness

OBJECTIVES

Recognize faculty’s contribution in research and increase the awareness of faculty research outputs.

STRATEGY

- Highlight reach of faculty research outputs in traditional avenues.
- Increase the awareness of faculty research outputs in non-traditional avenues.
- Increase the awareness of implementation of research outputs into clinical practice.

KEY PERFORMANCE INDICATORS

- Number of awards of distinction given to faculty each year (awards for leadership, service, and teaching).
- Level of awards of distinction (local, national, international).
- Brief description and level of leadership positions (local, national, international) held by faculty
- Number of invited talks/keynotes.
- Number of media citations for work by a faculty member in this area (i.e., feature on Department, FoM or UBC web or print media, as well as those of Research Institutes, as well as traditional media, namely radio, TV, newspaper, web.
- Number of faculty talks/ lectures to non-traditional audiences, namely government, clinicians, and community.
- Number of hits on the UBC Corner of the PABC website.
- Number and type of resource, program, measurement tool or other type of implementation output.
- Number of PT Knowledge Broker projects/ activities/outputs/participants that incorporate research outputs from faculty.



Objective 3: *To be recognized among the best physical therapy research programs in the world.*

Research Support

STRATEGY

- Every research stream faculty member obtains external funding as PI to support at least one project within the first two years of their appointment.
- Thereafter, every faculty member holds continuous external funding to support research.

KEY PERFORMANCE INDICATORS

- Metric/Key performance indicators:
 - Number of grants awarded to faculty member as PI during this interval.
 - Total number of new grants awarded to DPT faculty as PI, Co-PI and Co-I by category (operating, salary support, equipment, planning, other).



Objective 3: *To be recognized among the best physical therapy research programs in the world.*

Objective 4:

Develop and maintain collaborative partnerships which contribute to our mission.

Our Department aspires to be a driving force in generating and implementing knowledge that transforms physical therapy theory and practice. In doing so, we acknowledge deep health disparities in Indigenous communities and the widespread experiences of racism in the healthcare system and in society at large. We will continue to forge individual and collective collaborations at the local, national and international levels while increasing our awareness and focus on social determinants of health and wellbeing.

Our partnerships in research, teaching, and health care enable us to develop transformational approaches to the generation and of knowledge that empowers students, clinicians and patients to achieve their goals.



THE UNIVERSITY OF BRITISH COLUMBIA
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Our partnerships in research, teaching, and health care enable us to develop transformational approaches to the generation and of knowledge which empowers students, clinicians and patients to achieve their goals.

OBJECTIVES

1. Affiliations with Research Centres or Research Clusters in areas of strategic strength.
2. Contribute to local, national and international initiatives that transform health through physical therapy.
3. Locate our Department as a leadership hub of physical therapy research and clinical expertise within BC's healthcare system.
4. Deepen and expand our Department's collaborations with Indigenous Peoples and communities.
5. Ensure our Department's collaborations and partnerships are developed with a lens of justice, equity, diversity and inclusivity.

STRATEGY

- Maintain and develop significant relationships with existing and emerging research clusters, centres, institutes and communities in the Faculty of Medicine and across UBC-V, UBC-O and UNBC campuses.
 - Lead and support the development of new research, education and clinical initiatives in collaboration with other departments and centres, to address existing and evolving needs of the healthcare system.
 - Partnerships with clinical organizations to develop new and innovative clinical education and research opportunities.
 - Strategic partnerships with leadership groups and healthcare organizations to advance the physical therapy profession.
- Expand our presence throughout BC, both on the ground and virtually.
 - Engage in educational and research outreach with rural and remote communities.
 - Expand opportunities for teaching and clinical research with health organizations around BC
 - Honor our social and democratic obligations in accordance with the Truth and Reconciliation report and UBC's Indigenous strategic plan, and the United Nations Declaration on the Rights of Indigenous People (UNDRIP).
 - Humbly foster new and existing collaborations with Indigenous communities and health organizations to enrich the content of the MPT and RHSC curricula.
 - Engage Indigenous partners to enrich content of the MPT and RHSC curricula.
 - Intentionally plan and implement a Diversity and Inclusion Strategy, informed by the University's IAP and Department's assessed needs.
 - Maintain and develop significant relationships both at UBC/UNBC and outside of UBC/UNBC to support initiatives to instill justice, equity, diversity and inclusion in all MPT Program elements.
 - Engage in structured critical reflection and seek outside expertise to review policies and procedures.
 - Ensure all faculty, staff and students have access to both high-quality.
 - a) JEDI and cultural intelligence training
 - AND b) Indigenous Cultural Humility training.




Objective 4: *Develop and maintain collaborative partnerships which contribute to our mission.*

KEY PERFORMANCE INDICATORS

- Number of current DPT faculty affiliated with each identified Research Centre and current UBC Research clusters.
- Increased opportunities for interprofessional research, education and service.
- Multiple avenues for stakeholder input and involvement in Department activities such as committee membership, curriculum review, research collaborations.
- National and international collaborations, consensus statements, and knowledge translation/mobilization initiatives including those undertaken in conjunction with the PT Knowledge Brokers.
- Educational and research reach into rural and remote communities.
- Clinics and communities across BC engaged in UBC PT teaching, research and knowledge translation.
- PT Knowledge Broker facilitated activities/ projects that leverage Department research & clinical expertise.
- Authentic partnerships with Indigenous Peoples, communities, or agencies.
- Research and teaching collaborations involving Indigenous partners.
- Indigenous students enrolled.
- Learning activities in which Indigenous perspective is mindfully included.
- All members of our Department consistently demonstrate the core values of our profession including diversity in every setting.





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