MASTER OF PHYSICAL THERAPY PROGRAM EVALUATION HANDBOOK

This handbook provides an overview of the Department of Physical Therapy Program Evaluation activities as they relate to the University of Manitoba’s and the Department of Physical Therapy’s missions and goals.
INTRODUCTION
This handbook provides an overview of the Department of Physical Therapy program evaluation activities as they relate to the University of Manitoba’s and the Department of Physical Therapy’s missions and goals. The theoretical bases and evolution of the Master of Physical Therapy Evaluation Program are described. The handbook concludes with a summary of the evaluation program specific to the Master of Physical Therapy including processes and reporting.

PROGRAM EVALUATION OVERVIEW
The aim of evaluation of the Master of Physical Therapy program is to nurture a responsive curriculum through continual curriculum review and renewal. The goal of this evaluation program is to align the evaluation activities with the strategic direction of the Department of Physical Therapy and to document how continuous quality improvement occurs through evaluation activities.

As stated in the Master of Physical Therapy Program Guide, The University of Manitoba states as its mission: “To create, preserve, communicate and apply knowledge, contributing to the cultural, social and economic well-being of the people of Manitoba, Canada and the world”.

The Department of Physical Therapy, in parallel to the University’s purpose, has stated its mission:

“To educate student physical therapists, and to create and share knowledge through excellence in teaching, research and service.”

The Department has also identified Student Attributes:

“At the completion of the MPT program, students will practice safely and competently, within a culturally competent framework informed by the population of Manitoba. Building on a foundation of evidence-informed practice, our students will have the courage and curiosity to engage in critical and reflective thinking, and to pursue lifelong learning and professionalism.”

THE EVOLUTION OF PROGRAM EVALUATION: TWO THEORETICAL FOUNDATIONS
Evaluation is an opportunity for program improvement. It is an integrated set of activities designed to identify program strengths, program gaps and areas for improvement. Evaluation can also provide the evidence that will serve as the basis for future program planning and enhancements.

The Department of Physical Therapy (the Department) chose in 2009 to use a Matrix Evaluation Framework (MEF). The MEF identified core concepts, key indicators, methods and sources to gather information. The core concepts of effectiveness, relevancy, sustainability and
accountability drove our evaluation. The MEF was useful in building capacity of developing and collecting indicators for program evaluation. Limitations were noted in the MEF for the Department when deciding on benchmarks and making sense of the mounds of data collected, and how this data subsequently informed decision-making about the program. In short, evaluation activities were continuing, but it was becoming cumbersome and inefficient to document and articulate how continuous quality improvement was occurring.

Consideration of these challenges lead to ongoing renewal of the process. In 2018, after careful consideration, the Department adopted the Principles-Focused Evaluation (PFE) approach. Informed by Utilization-focused Evaluation, the PFE was developed for operating in complex, uncertain and dynamic contexts, while still acknowledging that there are components within the program that are simple, certain, and stable. Designed by Michael Quinn Patton (2017), a key feature of this approach is the interconnection between a program’s strategic plan, principles, and evaluation activities:

“Principles may be the connection between vision and strategy. Vision is where you want to go. Strategy is how you intend to get there. Effectiveness principles provide guidance about how to implement strategy in a way that is true to the vision.”

The reviewing of principles within this evaluation approach embeds a continuous reflection into how the program is maturing. Each indicator or data source collected during evaluation activities is continually interpreted initially within a research question, then a larger principle, and then at a program-level view. This mindful continuous reflection of how individual indicators and data sources inform the larger bricolage of the program is why the choice of the PFE approach has been a reasonable solution for the previous issues with the MEF approach.

The Department’s Program Evaluation Committee (PTEC) identified three key principles. Within each principle, development of evaluation questions occurred, resulting in ten questions total. These questions serve as the benchmarks for Program Evaluation.

The three key principles are:

1. The MPT curriculum is evidence-informed, richly interconnected with the health systems environment and graduates competent entry-to-practice physiotherapists.
2. The MPT program provides equitable opportunities and transparent processes in admission, student progression, clinical education opportunities, and awards, which are informed by the physiotherapy professional community, the health systems environment, and the University.
3. The MPT program exists in an environment that promotes wellness, and provides adequate resources to ensure its success.
A diagram of the principles guiding program evaluation is below:

**Principle #3**
The MPT Program exists in an environment that promotes wellness, and provides adequate resources to ensure its success

**Principle #2**
The MPT program provides equitable opportunities and transparent processes in admission, student progression, clinical education opportunities, and awards, that are informed by the physiotherapy professional community, the health systems environment, and the University

**Principle #1**
The MPT curriculum is evidence-informed, richly interconnected with the health systems environment and graduates competent entry-to-practice physiotherapists
Furthermore, each of the principles have a relationship to the goals articulated in *Department of Physical Therapy, Strategic Plan (2019-24)*. The strategic plan goals are evaluated through a series of questions falling under a specific principle.

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<tr>
<th>Evaluation Question</th>
<th>Link to Strategic Plan (2019-2024) Goals</th>
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<tr>
<td><strong>PRINCIPLE 1:</strong></td>
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<td>Does the MPT program produce competent graduates?</td>
<td>By 2021 intake, using the National curriculum guidelines, faculty will review and adjust curriculum content and delivery. By 2023, review and map curriculum, pilot using UM Learn.</td>
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<td>How is the MPT program connected with Manitobans and the health systems environment?</td>
<td>By 2023, secure sustainable support for innovative student placements, which address the physiotherapy needs of Manitoba’s Indigenous and culturally diverse populations. By 2023, PT7500 course deliver content on systematic review specific to Indigenous Health and cultural engagement.</td>
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<td>How are faculty members provided with opportunities for development?</td>
<td>By 2023, PT faculty maintain involvement in the Indigenous Health research cluster (name tbc). By 2021, identify and implement a course(s) for online/blended learning and support faculty development to assist with sustainability</td>
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<td>Is the MPT program compliant with PEAC standards?</td>
<td>By 2021 intake, using the National curriculum guidelines, faculty will review and adjust curriculum content and delivery.</td>
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<td>How is the curriculum student-centred?</td>
<td>By 2021 intake, using the National curriculum guidelines, faculty will review and adjust curriculum content and delivery. By 2023, reduce student stress (measure impact and follow-up with previous initiatives, (un)intended consequences to learning). By 2023, promote a work/life balance.</td>
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<td><strong>PRINCIPLE 2:</strong></td>
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<td>Do we provide equitable opportunities and transparent processes in admissions?</td>
<td>By 2023, secure sustainable support for innovative student placements, which address the physiotherapy needs of Manitoba’s Indigenous and culturally diverse populations.</td>
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<td>Do we provide equitable opportunities and transparent processes in student progression?</td>
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<td>Question</td>
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<td>Do we provide equitable opportunities and transparent processes in clinical education opportunities?</td>
<td>By 2023, provide expanded opportunities for clinical experiences outside of the City of Winnipeg (rural, remote, and international).</td>
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<td>Do we provide equitable opportunities and transparent processes in awards?</td>
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| **PRINCIPLE 3:** How does the environment support the success of the MPT program? | By 2023, reduce student stress (measure impact and follow-up with previous initiatives, (un)intended consequences to learning).  
By 2023, promote a work/life balance.  
By 2023, increase opportunities for Indigenous awareness and engagement, continue with orientation activities, blanket exercise, and expand activities and opportunities.  
By 2023, enhance research processes by providing mentorship to tenure-track faculty; develop a support person role to provide administrative process clarity.  
By 2023, PT faculty maintain involvement in the Indigenous Health research cluster (name tbc).  
By 2020, all department committees’ reports align with program evaluation principles, and with the 2019-2024 strategic plan.  
By 2023, an Indigenous faculty member is successfully recruited and supported.  
By 2021, identify and implement a course(s) for online/blended learning and support faculty development to assist with sustainability. |
MASTERS OF PHYSICAL THERAPY PROGRAM EVALUATION

A. Master of Physical Therapy Program Evaluation Matrix in Principles-Based Evaluation

The Master of Physical Therapy Program Evaluation Matrix (the Matrix) was completed in 2009. This matrix and all the information therein served as the basis when evolving to the Principles-Focused Evaluation approach.

The Matrix has three principles, further divided into evaluation questions. Within every question, the core concepts (or pillars) of the original MEF are identified (effectiveness, sustainability, accountability and relevance). Also identified are:

1. Sources, methods, personnel/committee responsible
2. Monitoring and reporting
3. Frequency of reporting and next date scheduled.

Reporting

The Chair of the PTEC creates and disseminates a centralized PFE report template yearly for all personnel and committees to complete on the outcomes of their relevant principle-focused evaluation activities. This report will answer the appropriate evaluation question in the dedicated timeframe. The PTEC will meet to review the contents of the report on an annual basis. A separate report, specific to each committee/sub-committee/working group/personnel, will provide an executive summary of these outcomes and list any specific recommendations. Submission of the report is to the appropriate reporting committee (see The Department of Physical Therapy Governance Structure).

The Chair of the PTEC presents the centralized report to the Program Committee.

In a feedback mechanism, the committee/personnel responsible for reporting on outcomes will give instruction to the PTEC on the structure and process of the matrix. The Program Committee will also give direction to the PTEC on structure and process. Review of the underlying principles and evaluation questions will be every 3 years.
An illustration of this process is in following diagram:

B. The Physical Therapy Program Evaluation Committee

The purpose of the Program Evaluation Committee is to:
1. Disseminate the program evaluation plan to the relevant committees and personnel in the Department
2. Respond to feedback on the plan
3. Report on outcomes of evaluation deemed relevant to the Program Evaluation Committee
4. Make recommendations to the Physical Therapy Program Committee on all matters related to the Evaluation Program.
5. Monitor compliance with Accreditation standards.
Additionally, the committee is responsible for ensuring the plan for evaluation (including the matrix) is effective, relevant, sustainable and accountable and is aligned with the University of Manitoba's and the Department of Physical Therapy's strategic plans, vision, mission and goals. This includes revisiting the principles and evaluation questions every 4-5 years.

**References**
