

Mobility & Common Standards

A Review of International Physiotherapy Education Accreditation Systems & Developing an Evaluating Examination



Canadian Alliance of Physiotherapy Regulators
Alliance canadienne des organismes de réglementation de la physiothérapie

Agenda

- **Part 1: Accreditation Study**
- **Part 2: Evaluating Examination**
- **Part 3: What's Next**

Part 1: Accreditation Study

Issues

- # of applicants exceeded processing capacity
- Long wait times for credentialing
- Unhappy customers

Challenge

- Modernize the Credentialing Approach
- Consider Alternate Pathways and MRAs

Project Purpose

- Review accreditation systems of physiotherapy education programs external to Canada
- Determine if recognition of entry level physiotherapy education using accreditation is feasible

Canadian Context

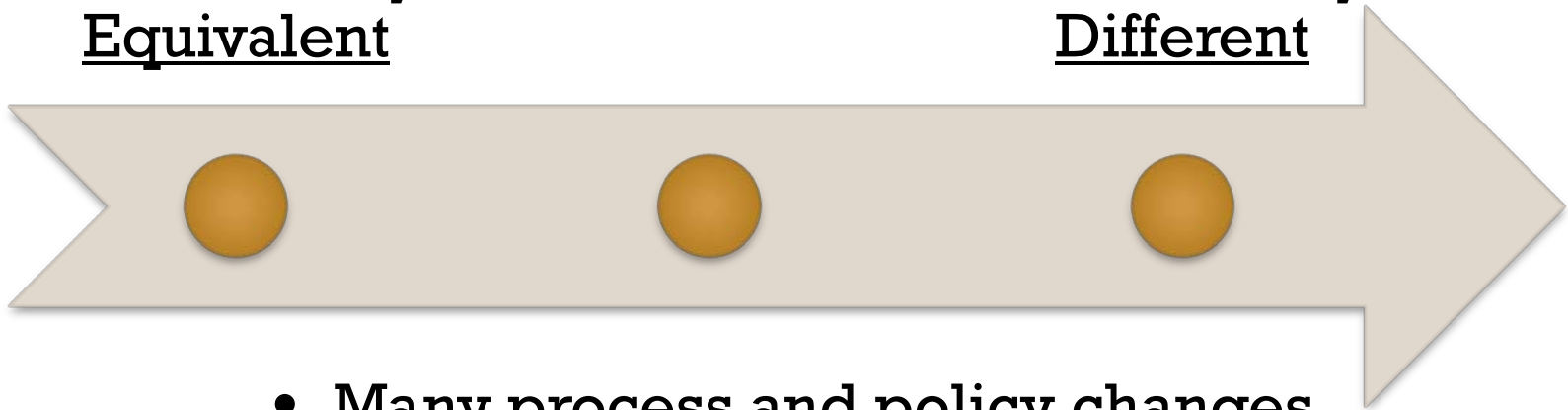
- **Links between physiotherapy accreditation and regulation in Canada**
- **Graduates from Canadian accredited programs can register for national examination without further education assessment**

Context Continued

Modernizing the Credentialing Approach

**Substantially
Equivalent**

**Substantially
Different**



- Many process and policy changes
- Culture change – public posting of performance metrics and assessment outcomes

Project Approach



Overview of
accreditation processes

Comparison of
accreditation standards

Overview of
accrediting
organizations

Overview of Accrediting Organizations & Education Models

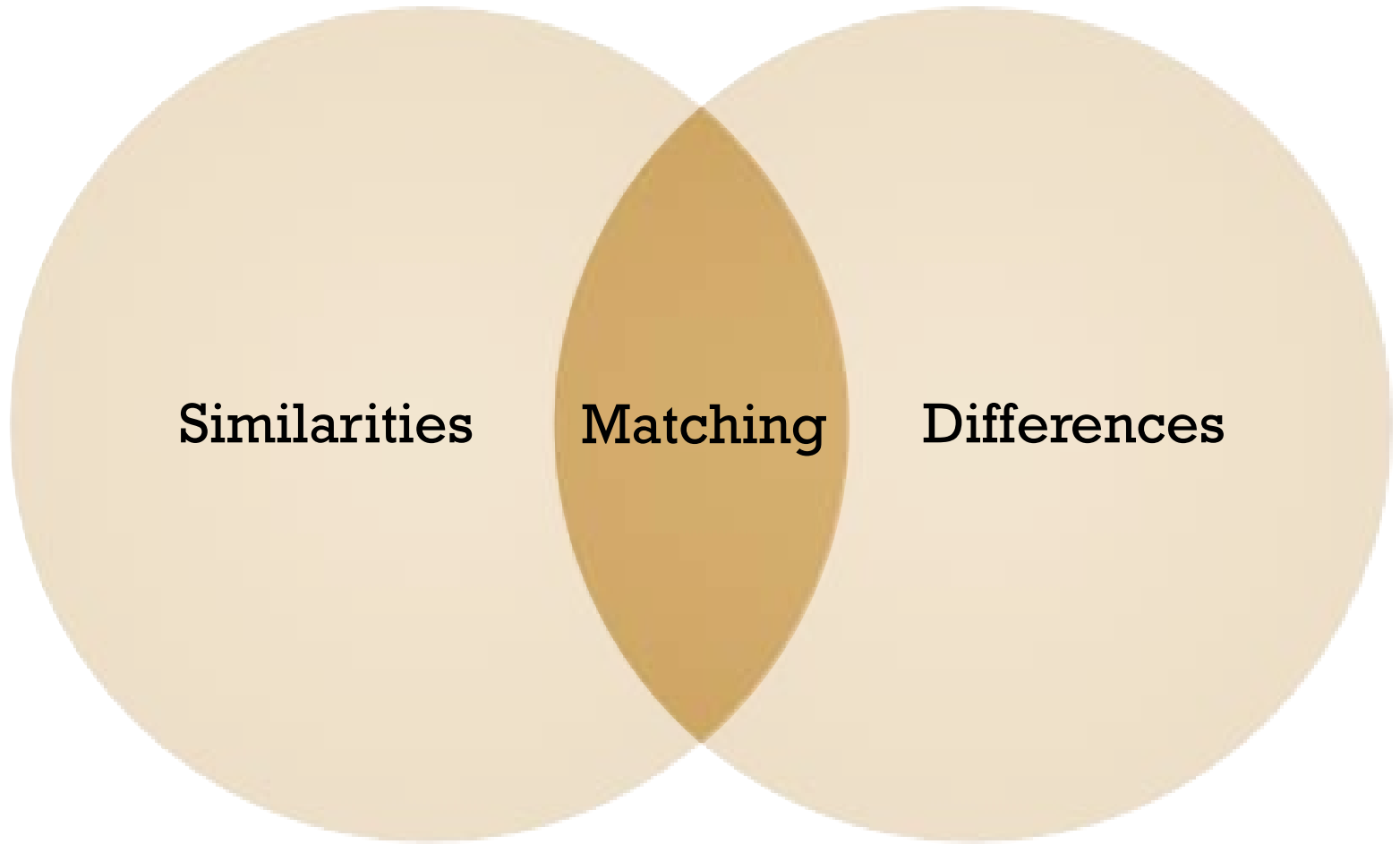
Similarities

- Authority & purpose
- Governance
- Decision-making
- Links with regulation
- University education

Differences

- Accreditation cycles from 4-10 years
- Mixed education models (83% post-baccalaureate)

Comparison of Standards

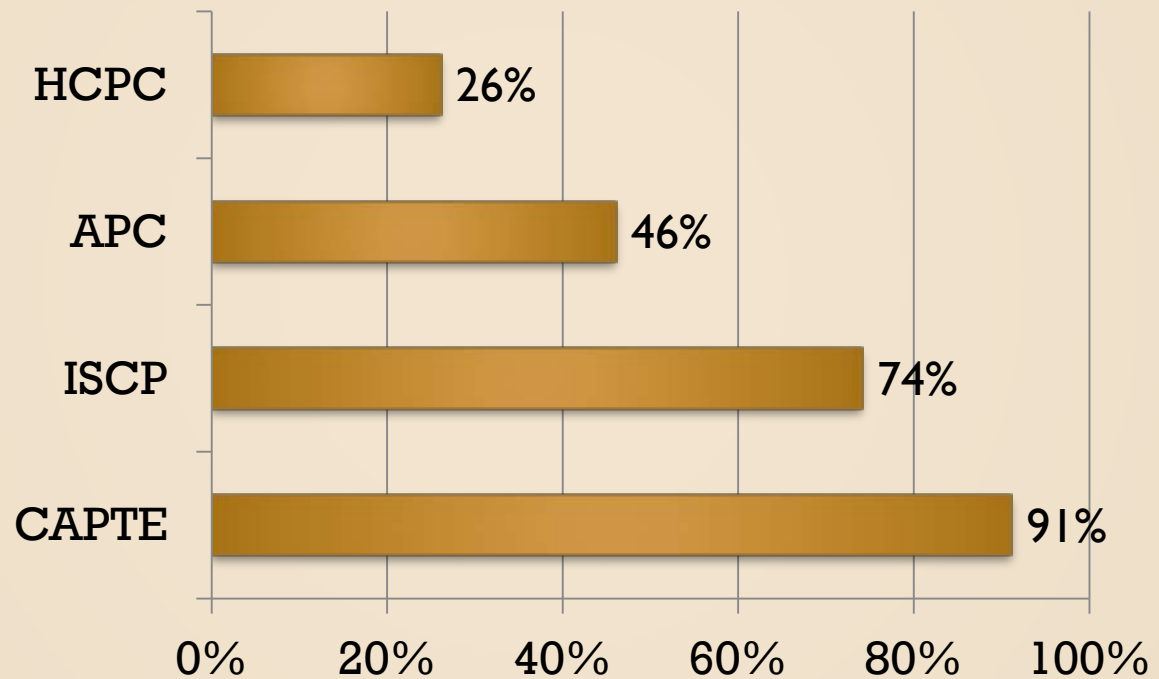


Similarities

- Most standards published between 2011 and 2013
- Include description of standards and criteria & information to guide programs in preparation of accreditation report
- Address areas with respect to:
 - Program organization
 - Faculty
 - Students
 - Program & curriculum evaluation

Matching

Strong Match



- All Matching 85 to 93%

Differences

- Total number and description of evaluative criteria
- Incorporation of physiotherapy competencies or expectations of graduates in standards
 - Direct vs Indirect

Comparing Standards: Gaps in Matching

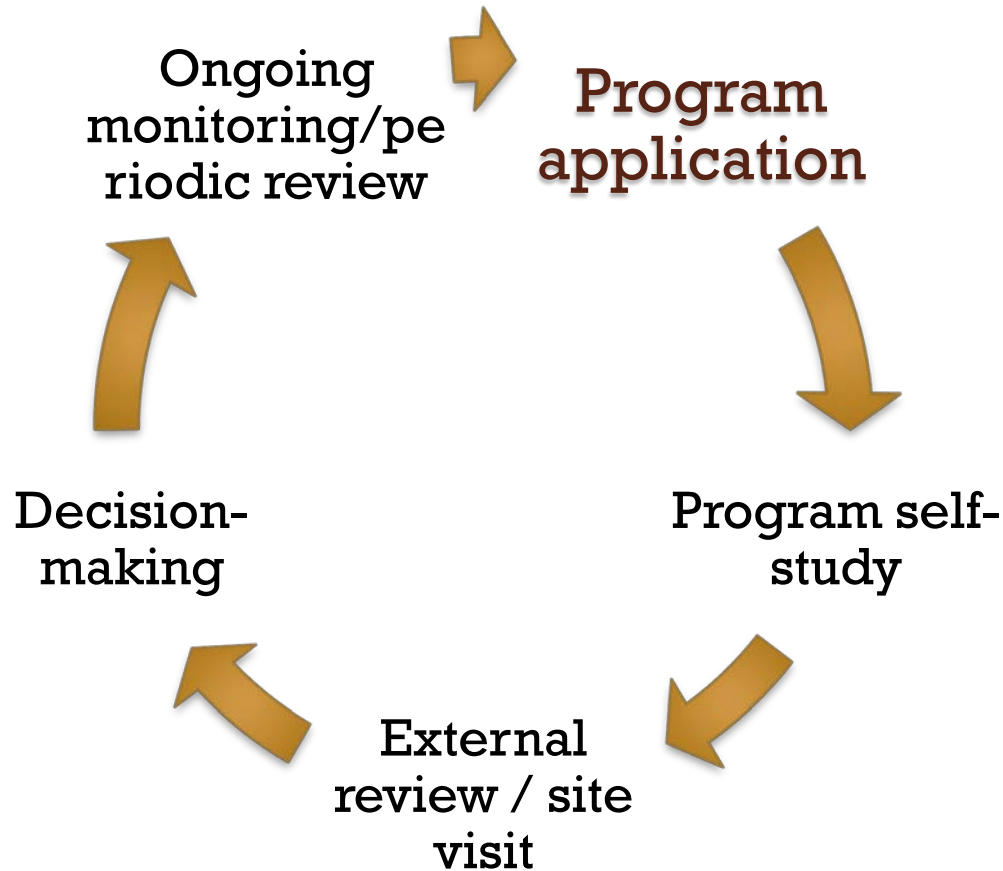
PEAC (Canadian Standard)

- e.g. The program ensures student participation in program planning, development, and evaluation.
- Missing in APC, CAPTE, HCPC, ISCP

Physiotherapy Competencies

- CAPTE but not PEAC
- Incorporate pro bono services into practice.
- Provide culturally competent care to patients/clients referred by other practitioners to ensure that care is continuous and reliable.

Overview of Accreditation Processes



All organizations incorporate key steps for accreditation processes

Project Outcomes

There is evidence to support the feasibility of exploring recognition of international physiotherapy education accreditation programs



Framework development to:

- facilitate review of international physiotherapy education
- guide decision-making about substantial equivalency

Recognition or substantial equivalency of international physiotherapy accreditation programs to the PEAC accreditation program be considered

Part 2: Evaluating Examination (EE)

Project Purpose

- Develop a computer based examination to evaluate core entry-level physiotherapy knowledge of internationally educated physiotherapists

Context

- Part of Modernization Discussion
- ?? Replace course by course review: NO
- Do we have some responsibility to ensure that applicants do not have unrealistic expectations?
- How do we assist IEPT in making decisions about pursuing licensure in Canada
 - Can we ensure basic PT content knowledge
 - Can we boost examination performance

Evaluating Examination

Implementation & Design

- Developed computer based multiple choice test using accepted test development procedures
- 121 questions initially, now 240

Results

- 138 participants wrote the initial pilot test
 - 75 internationally educated physiotherapists (IEPTs) applying to bridging programs
 - 63 entry level Canadian students
- Participant Performance
 - IEPT: Mean score 59%, Range: 34-82%
 - Canadian: Mean Score 68%, Range 60-83%

3. What's Next?

- **Accreditation:**
 - Not pursuing Alternate Pathways/MRAs
- **EE**
 - Still considering implementation
 - High stakes?
 - Low stakes?
 - Do we even need it?
 - Should it be a self-assessment option for applicants?

Federal government interest in overseas examinations to assist with immigration decision making