



CANADIAN COUNCIL OF PHYSIOTHERAPY UNIVERSITY PROGRAMS	CONSEIL CANADIEN DES PROGRAMMES UNIVERSITAIRES DE PHYSIOTHÉRAPIE
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Ten Guiding Principles for Physiotherapy Education in the COVID Era*

May, 2020

These principles aim to guide physiotherapy entry to practice educators across Canada while they make changes to processes across the continuum of physiotherapy education in these extraordinary times. The Canadian Council of Physiotherapy University Programs (CCPUP) hopes that these guidelines are considered and applied for any Canadian Physiotherapy program or Faculty without undue hardship.

1. Safety first: for patients, learners and faculty

- a. PPE as directed by local Infection Prevention and Control (IPAC) as well as provincial regulatory body guidelines is readily available to learners and the training to use it properly is provided
- b. The work environment supports physical distancing for as long as recommended by regional, provincial or federal public health units
- c. The work environment supports learners to stay home when sick, without penalty
- d. There is transparent and equitable consideration for accommodations for learners with specific health conditions and/or learners living with others who have compromised immune systems that may place them at risk in certain clinical environments.

2. Continued commitment to the overall quality of physiotherapy education

3. Standards of training are not compromised

- a. The completion of core curriculum as determined by schools/programs is observed, within the framework of the PEAC accreditation guidelines to graduate physiotherapists who are competent, safe entry-level practitioners
- b. Programs are accountable to institutional policies and processes, including those related to academic integrity, student promotion and progression, and student achievement of learning outcomes

4. Quality of learning experiences should be preserved

- a. Volumes and types of patients are adequate for meaningful clinical experience
- b. Preceptors are available to supervise and mentor students
- c. Elective opportunities, if included in curriculum, support career exploration

5. Assessments will be completed based on achieving the competencies agreed upon by CCPUP, PEAC, CPA and CAPR as documented in the Essential Competency Profile for Physiotherapists in Canada (2017)
6. Promotion of learners is a priority as they represent the future health workforce, notwithstanding points 2, 3 & 4
7. The financial impact on learners of any decisions that are made, is considered. Any financial disadvantage to learners should be minimized
8. CCPUP continues to work with CAPR, PEAC and CPA in a collaborative and responsive manner, and continues to include relevant stakeholders in decision-making.
9. Communications around changes to physiotherapy programs are unified as much as possible at the local, provincial or national level, as appropriate.
10. Stress in the learning environment is recognized and the wellness of the learners and the educators is actively supported through local, provincial and national means.

* Reference and adaptation of these guidelines: The Association of Faculties of Medicine of Canada: Ten Guiding Principles for Medical Education. Accessed 06-04-2020

https://afmc.ca/sites/default/files/pdf/2020-Ten_Guiding_Principles_for_Medical_Education_COVID_Era_en.pdf