



World Confederation
for Physical Therapy

Evaluation panel report on the physical therapist professional entry level education programme at University Antonine

February 12 and 13, 2018

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Executive summary

WCPT evaluation panel report on the physical therapist professional entry level education programme at Université Antonine

Dates of visitation: 12th and 13th February 2018

Review team members:



Professor R. Scott Ward and



Associate Professor Louisa Remedios

Background:

Université Antonine is located in Beirut, Lebanon and is a private Catholic Institution. The University has a strong desire to serve the people of Lebanon, both rural and urban, and to offer education and services in ways that will improve the lives of all Lebanese. Their vision is aimed at continuous improvement, including adding programs that society can benefit from as well as establishing a robust research and evidence based presence. The University also has a strong commitment to diversity, particularly as it relates to three religious affiliation of Lebanese citizenry identified by the University – Christian, Muslim and Druze. The University is a relatively new University and in like fashion, their physical therapy program, which was established in 2006, was founded as a part of the Faculty of Public Health, which includes additional programs in Nursing and Dental Laboratory Sciences. The President of the University, Father Jalakh, spoke highly of the impact of the PT program on its mission of service and improvement and was pleased that the program was pursuing accreditation as a way of validating its good work and seeking feedback about how it could become a better program. The Dean, Dr. Moukarzel, reflected that the program adds to the prestige of the school and the quality of teaching faculty and the students add to the known positive reputation of the University. The Dean explained the importance of establishing a PT program as a way to promote improved health and health promotion. He also stated that when the University discussed the addition of new programs in Public Health, they felt that a Physical therapy program was the important program to begin with.

The main program is located on the Baabda Campus in Beirut. There are two extension programs on campuses of University Antonine – one in Zahle about 1 hour from the Baabda campus, and the other in Mejdalaia, which is about 2 1/2 hours from the Baabda campus. The programs offer identical curriculum and have similar expectations for faculty and students on all campuses.

The program offers a 4 year bachelor's degree in physical therapy.

Review February 2018
Confirmed April 2018

The review team identified the following strengths:

The leadership and enthusiasm demonstrated by the Department Chair and his senior team, as evidenced by the culture of quality and desire for improvement they have facilitated.

The commitment shown by the faculty to provide personalized and accountable supervision and advice students in the program at any of its sites.

A comprehensive curriculum that is integrated with clinical education and that is appreciated, understood and articulated by students and clinical educators.

The commitment to supervision and oversight of clinical education.

The selection of students and building a supportive culture for a community of learners

Reputation of student preparation for clinical learning with strong foundational science program

Name of educational institution: **Université Antonine**
Name of programme: **Physical Therapy**
Name of degree: **Bachelors Degree in Physical Therapy**

Accreditation outcome

Full accreditation for five years with conditions.

Accreditation for the full term, but with conditions and specific actions to be reported regularly. Please note the requirement for an annual report due to the WCPT Accreditation Committee addressing the conditions below.

Conditions:

- The faculty of the Department of Physical Therapy continue their work in faculty development in research. A strategy for research development should be designed and instituted. (See the recommendation for the development of a strategic plan.) Follow up reports to the WCPT Accreditation Committee should include markers of progress in strategies and outcomes of a research plan and faculty attaining research training and producing scholarly works (presentations, publications, grants, etc.). Annual reports about progress in this area are recommended, as this will demonstrate steps taken towards a long-term commitment to achieve this recommendation.
- Benchmarking elements of curriculum, pedagogy and graduate outcomes be considered as a useful means of ensuring satisfactory achievement of program outcomes and appropriate refinement of pedagogy and curriculum choices. Annual reporting on benchmarking plans and activities, and graduate outcomes (or progress in designing appropriate data collection instruments in the first instance) will encourage informed decision-making, as well as benchmarking opportunities with local and international physiotherapy programs.

- The faculty consider going through a strategic planning exercise to develop long-term goals and objectives for faculty development, curriculum evaluation, and research progress. The next report to the WCPT Accreditation Committee should include either one of the following: the agenda and schedule for an arranged strategic planning session (if this is what is reported, a follow-up report to the WCPT Accreditation Committee should then include the results of that meeting); or, the results of the strategic planning session held during this upcoming year.

Educational institution self-assessment

Strengths of the programme

Has the educational institution identified the strengths of the programme and provided an explanation?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Comments:

A number of strengths were identified and these included accreditation of Université Antonine by the Swiss agency – AAQ Agence Suisse d'Accreditation. The University actively sought this accreditation to validate its offerings and to seek feedback about how it could continue to improve those offerings to enhance their student's learning experiences. The President of the University stated in a meeting that he was proud of the Department of Physical Therapy for following up with the work to be accredited by the WCPT. He said that these reviews are the best way to assure that programs look for improvement and seek to make themselves and the University a better place for the students to learn and grow.

The faculty is dedicated and teaches appropriate and contemporary content, and is appropriately supported by the administration. The students agree that they are learning in a way that is preparing them for clinical practice. This student feedback is reinforced by the clinical educators who stated that they found that the students from the Université Antonine are very well prepared in comparison with their peer students from other physical therapy programs in Beirut.

The University and Dean of the Faculty of Public Health (the administrative unit in which the Department of Physical Therapy is located) provide resources as needed and there was no evidence of a lack of support for the Department. The President and the Dean were both very positive and supportive of the work of the Department and expressed pride in the students they prepare.

The Department offers ongoing oversight of clinical experiences with assigned faculty from all three locations of the program. The faculty who are assigned to be direct intermediaries with the clinical sites are termed "Clinical Education Site Instructors" and their role is to be the facilitators for both students and the clinicians who are training the students at their clinical sites.

Commendations:

Université Antonine and its leadership are to be commended for their recognition and support of the Department of Physical Therapy and their commitment to excellence in a physical therapy program.

Recommendations:

These recommendations will be repetitive and consistent.

The faculty of the Department of Physical Therapy should continue their work in faculty development in research. A strategy for research development should be designed and instituted.

The use of planned assessed graduate outcomes should be considered as an important means of program to ensure consistency of approach, appropriate revision, and practice in their educational offerings.

Establish a long-term strategic plan for faculty development, curriculum assessment and a department research stratagem.

Weaknesses associated with the programme

Has the educational institution identified the weaknesses associated with the programme and provided an explanation?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Comments:

The institution recognizes that there needs to be a plan established for enhancing and increasing the number of faculty participating in research, developing research agendas, and producing research outcomes.

Recommendations:

The reviewers recommendations related to the institution's recognition about research work reflect suggestions in previous suggestions about enhancing research activity in the Department.

Suggestions of strategies to address weaknesses

Has the educational institution identified strategies to address weaknesses in the programme?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Comments:

The administration supports the development of its faculty to obtain research training and to have the opportunity to disseminate any research product through presentation at meetings and through publication.

Recommendations:

The Department of Physical Therapy should continue to work to offer development in research training to its faculty to enhance the capacity of the group to increase their research presence. This might also include the recruitment of faculty with research skills.

Actions considered to improve the programme

Has the educational institution identified ways to improve the programme?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Comments:

It is to the Institution's credit that they asked an external accreditation review to benchmark the programmes at the University and to make recommendations. In like fashion, the faculty of the Department of Physical Therapy have also sought a review through WCPT accreditation and have been quite open about their interest in recommendations for improvement.

Recommendations:

The reviewers have provided recommendations about research enhancement and measurement of programme outcomes.

Review February 2018
Confirmed April 2018

Requirement 1: The educational institution

1.1: Organisational structure

Criterion

The educational institution must provide evidence that the structure of the educational institution is appropriate for the delivery of a physical therapist professional entry level programme.

Has the educational institution met this criterion?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Evidence was provided of each of the following indicators:

	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	n/a
The educational institution is recognised by the appropriate government authority	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The educational institution provides evidence of authority or agency approval	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The educational institution is supportive of physical therapy both as an academic institution and a professional discipline	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A physical therapy programme exists in the educational institution that features the term 'Physical Therapy' in its title (e.g., School of Physical Therapy)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The physical therapy programme has the capacity to offer an entry level physical therapy programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The physical therapy programme head/administrator/leader/dean has academic and administrative responsibility for the delivery of the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The physical therapy programme has established mechanisms of accountability to the educational institution and to the physical therapy profession.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Comments:

Université Antonine is a private Catholic Institution and meets Ministry of Education regulations associated with providing higher education in Lebanon. The Department of Physical Therapy is supported by, and known among leadership at the institution. University administrators expressed pride regarding the work that is happening in the Department of Physical Therapy and the quality of the faculty and the students. The programme chair has administrative autonomy to make decisions about the programme and felt supported by the University from a resource and human perspective. The chair reports to the Dean of the Faculty of Public Health who is accountable for the operations and outcomes of the College.

Recommendations:

None.

Element 1.2: Programme and degree nomenclature

Criterion

The title of the programme and the title of the degree delineate the profession of physical therapy¹.

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

		n/a
The programme title includes the words 'physical therapy' or equivalent	x	<input type="checkbox"/>
The programme leads to a degree title that includes the words 'physical therapy' or equivalent	x	<input type="checkbox"/>
The only discipline name appearing in the degree title is 'physical therapy' or equivalent	x	<input type="checkbox"/>
No reference to a specialisation in physical therapy exists in the degree title	x	<input type="checkbox"/>
The programme grants a post-baccalaureate degree in physical therapy.	x	<input type="checkbox"/>
The programme grants a baccalaureate degree in physical therapy.	x	<input type="checkbox"/>

Comments:

The entry-level programme resides in the Department of Physical Therapy. The programme offers an entry-level baccalaureate degree in physical therapy.

Recommendations:

None

¹ The professional title and term used to describe the profession's practice varies and depends largely on the historical roots of the profession in each country. The most generally used titles and terms are 'physical therapy', 'physiotherapy' and 'physical therapist', 'physiotherapist' and translations thereof.

Element 1.3: Duration of programme

Criterion

The programme is of sufficient duration to provide adequate opportunity for the personal and professional development required for entry level professional practice of physical therapy as defined by the [WCPT guideline for physical therapist professional entry level education](#).

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for the following indicator:

An entry level physical therapy programme leading to a degree at the Bachelors/Baccalaureate/Licensed² or equivalent, Masters or Doctorate level is the equivalent of a minimum of four academic years of full time study based on entry following a satisfactory level of achievement at the completion of the final year of secondary schooling or educational institution entry requirements.

	n/a
x	<input type="checkbox"/>

Comments:

The entry-level programme consists of 129 total required credit hours with consistent embedded clinical experiences each semester. The academic courses include some humanities along with basic foundational sciences, physical therapy related sciences, and physical therapy clinical sciences.

Recommendations:

None

² The Licensed degree in some parts of the World can be referred to as a Licentiate/Licencié/Licenciatura/Licentiat or similar translation. It equates to a first level university degree.

Element 1.4: Policies

Criterion

The educational institution must provide evidence that it has in place appropriate policies for programme development, approval, delivery, assessment, evaluation, and review to ensure that standards of education are maintained.

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

	Yes x	No <input type="checkbox"/>	n/a
Clear and comprehensive policies on programme development exist.	x	<input type="checkbox"/>	
Clear and comprehensive policies exist for periodic review of programme goals, content, relevance, and quality	x	<input type="checkbox"/>	
Policies and processes exist for the programme to have an Advisory Committee comprising, external representatives of the profession, the health system and other key bodies in which physical therapists play important roles, graduate and student representatives.	x	<input type="checkbox"/>	
Policies and processes enhance the link between teaching and research.		<input type="checkbox"/>	
Policies ensure entry into the programme is offered on principles of equity of access with respect to race, religion, colour, national or ethnic origin, sex, age, disability, socio-economic status, and marital status.	x	<input type="checkbox"/>	
Selection criteria for entry to the programme are clearly stated and are compatible with the requirements of the programme including appropriate prerequisite knowledge.	x	<input type="checkbox"/>	
Occupational health and safety policies are in place relating to a safe working environment, freedom from harassment, and reasonable adjustment for disability.	x	<input type="checkbox"/>	
Clear and comprehensive policies ensure adequate workload determination for faculty.	x	<input type="checkbox"/>	
Clear and comprehensive policies ensure adequate faculty study leave.	x	<input type="checkbox"/>	
Policies provide a career path for faculty.	x	<input type="checkbox"/>	

Comments:

Policies for programme development and the review of the programme goals, curriculum exists. These were presented in the self-study document and were verified through review of documents and interviews and discussions on-site. Faculty appear aware of, and interested in, continual quality assessment of the content of the curriculum and keeping it contemporary.

The programme discovered the need for an Advisory Committee as outlined by WCPT as they were working on their preparation of the accreditation review. The Department, since learning about this requirement, has worked on policies related to an Advisory Committee that demonstrates the recommended representation. A meeting was held on-site with the Advisory Committee and they were excited to become more actively and appropriately involved in suggesting and reviewing

recommended changes in the programme, assessing the market needs, and helping the programme institute changes.

The Department is working to improve the links between research and teaching in policies related to curriculum and faculty expectations. The University began as an institution with an emphasis on teaching and has realized as it has grown, that it needs to become more involved in a research enterprise. The goals related to developing faculty research productivity expectations and the incentives provided by the University further emphasize the desire of the programme to improve their research presence.

Policies related to non-discrimination, equity, safety for faculty and students were verified on-site through interviews and discussions.

Selection criteria for the programme that focus on grades for admission and interviews of those to be admitted are outlined in the documentation and were verified through discussions with faculty and students on-site.

Policies related to a safe working environment, workload expectations, study leave, and understanding of career paths for faculty were verified through interviews and discussions with faculty on-site.

Recommendations:

We recommend that the Department consider the development of a research strategic plan.

Element 1.5: Procedures

Criterion

The educational institution must provide evidence that it has in place appropriate procedures for programme development, approval, delivery, assessment, evaluation, and review to ensure that standards of education are maintained.

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

Students have assured access to current policies, procedures, and programme information particularly related to the learning outcomes, assessment, progression, and requirements for graduation, appeals processes, costs, and academic review processes.

	n/a
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x	<input type="checkbox"/>
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Prospective students are clearly informed of the locations of study and any potential lack of equity of access at some locations.

x	<input type="checkbox"/>
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Appropriate procedures are in place to deal with cases of plagiarism and other instances of unethical conduct.

x	<input type="checkbox"/>
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Appropriate procedures are in place to deal with student appeals.

x	<input type="checkbox"/>
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Comments:

Students have access to and are aware of policies related to their status and processes that affect them while in the programme. Students are aware of classroom, clinical site, and other relevant educational location information. We asked faculty about issues related to plagiarism and unethical conduct and students and faculty were clearly aware of the expectations and the consequences of such behavior. The student appeal policy is well-defined. The understanding and knowledge of relevant policies by faculty and students were verified through interview and discussion on-site.

Recommendations:

Element 1.6: Academic environment

Criterion

The educational institution must provide evidence that it provides a strong academic environment supportive of faculty, students, and support staff.

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

		n/a
The educational institution:		
<ul style="list-style-type: none"> • supports faculty in their personal, professional and academic development. 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • supports students in both their personal and academic development. 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • provides opportunities for faculty research and scholarly development. 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • provides opportunities for students to become aware of multiple styles of thinking, diverse social concepts, values, and ethical behaviours. 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • provides opportunities for support staff development. 	x	<input type="checkbox"/>

Comments:

Université Antonine is interested in being recognized as a leader in academics, including in research, across all of its programmes. They see the Department of Physical Therapy as one of the jewels of the University with the potential to become a top producing department. They are proud of any recognition they receive and encourage and incentivize faculty to educate and produce qualified graduates and to develop research programmes that enhance the specific fields of study and which brings recognition to the University. Faculty mirror, teach and expect ethical professional behavior from the students. Faculty are provided support for their work and the Department Chair and Dean are active advocates for the staff. This information was verified through interviews and discussions on-site.

Recommendations:

Element 1.7: Research environment

Criterion

The Educational institution provides evidence that it fosters and explicitly supports research and scholarship in the physical therapy programme.

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

Resources are appropriate and adequate for physical therapy research including research leadership, initial funding, space, and equipment.

	Yes	No
	x	
	x	<input type="checkbox"/>
	x	<input type="checkbox"/>

Support for physical therapy faculty is appropriate and adequate for grant writing and professional development related to research and scholarship.

Adequate time is allocated for academic faculty to devote to do research, teaching, learning preparation, and review.

Comments:

Research in the Department and at the University, is a work in progress. Faculty are involved in research in limited fashion. This is reflective of the historical teaching mission of the University. Both the University and the Department have a great desire to increase their involvement in research. Review of submitted material and on-site observation of research space, laboratories, equipment and interviews and discussions with faculty offer the evidence of a great desire to meet this criterion was demonstrated. Faculty felt that they had sufficient time, support, and encouragement to carry out this part of their academic mission. The faculty does, however, realize that they lack significant training in research and the group does not include in its current constituency any faculty members with research experience. We noted a desire and enthusiasm among faculty to develop a research plan and skills.

As evidence of the University's and the Department's desire to develop a research presence, Professor Ward and Associate Professor Remedios toured facilities that can readily be used for clinical and practice related research. Further, an interview with the Dr. Nidaa Abou Mrad, the University Vice President for Academic Affairs and Research, included the following points:

- The University has historically has its focus as a teaching University and the recent accreditation work with AAQ Agence Suisse d'Accreditation encouraged an increased emphasis on research.
- Currently the only programs at the University that have active researchers and research programs are Engineering, Music, and Communication and Information.
- The University is developing a plan for research in the domain of life sciences, which will include physical therapy.
- The University and the Faculty of Public Health would like to see the research plan include areas of research that include physical activity and recovery of function, sport science, and public health and prevention.
- The University is planning for some targeted hires in the research area, aiming at researchers with experience in both conducting research and mentoring colleagues.
- The University wants this transition to include careful and gauged transition of current faculty to become involved in meaningful research.

- The University is anticipating developing a five-year plan to be regularly reviewed and updated.

Recommendations:

We echo our previous recommendations to develop and follow up on a research plan for the Department. This certainly can be coordinated with the plans the University has to do the same.

Requirement 2 Faculty

Element 2.1: Programme head/administrator/leader/dean

Criterion

The educational institution provides evidence that it has the necessary and appropriate level of academic and research leadership to provide an entry level physical therapy programme in an environment that fosters research and scholarship. (Note: educational institutions that are newly developed must provide evidence that they are in a position to appoint academic and research leaders and that a full professorial appointment in physical therapy will be advertised.)

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

The programme head/administrator/leader/dean of the physical therapy programme:		n/a
• is a senior physical therapist;	x	<input type="checkbox"/>
• is a member of the WCPT's member organisation;	x	<input type="checkbox"/>
• is an experienced and recognised academician and possesses postgraduate qualifications [e.g., PhD, EdD, ScD, DSc desirable; coursework/degree in management (e.g., MBA, Master's in Management Science);		<input type="checkbox"/>
• is a recognised expert in his/her area of teaching and research;	x	<input type="checkbox"/>
• is employed by the educational institution;	x	<input type="checkbox"/>
• is a member of the core faculty of the physical therapy programme	x	<input type="checkbox"/>
• demonstrates ongoing continuing professional development consistent with professional and programme requirements;	x	<input type="checkbox"/>
• demonstrates effective teaching and student evaluation skills;	x	<input type="checkbox"/>
• has a well-defined scholarly agenda;		x
• has a record of service consistent with expectations of the physical therapy programme and the Educational institution;	x	<input type="checkbox"/>
• participates in governance of the educational institution;	x	<input type="checkbox"/>
• possesses contemporary expertise in management and leadership;	x	<input type="checkbox"/>
• participates in physical therapist entry level curriculum development	x	<input type="checkbox"/>
• demonstrates understanding of contemporary practice, quality clinical education, the clinical community, and the health delivery system	x	<input type="checkbox"/>
• has had a previous faculty appointment	x	<input type="checkbox"/>
• has the authority and responsibility for regular evaluation of all physical therapy academic faculty, planning, and administering the programme's financial resources;	x	<input type="checkbox"/>

• must assure that the academic faculty can support current and planned teaching and research requirements of the programme;	x	<input type="checkbox"/>
• provides educational programmes for clinical site instructors to continue to develop the knowledge and skills relevant to their educational roles;	x	<input type="checkbox"/>
• provides suitable programmes to support clinical site instructors in their roles;	x	<input type="checkbox"/>
• has an ongoing programme of professional development linked to evaluation of performance.	x	<input type="checkbox"/>

Comments:

Through review of documentation and verified via interviews and discussions it is evident that the Director of Physical Therapy meets the majority of expectations outlined under this criterion. Our interaction with Mr. Elie Akoury, demonstrated that he is very enthusiastic about, and dedicated to, the success of the programme. He knows the Department's record of development. He understands its current situation and works hard for its ongoing improvement. He understands what the program needs to work on to improve and although he does not have a defined scholarly agenda, his energy and interest in developing a meaningful research agenda among the faculty was evident. He is currently enrolled in a DPT program and he is fully supportive and understanding of the importance of ongoing development of the program and research as a part of a mature academic program.

The faculty of the department are cognizant of his activism for the programme and appreciate his optimism and zeal for physical therapy and the time and high level of effort he puts in on their behalf. He is an experienced physical therapist, educator and understands the needs of his faculty. He works hard to provide assistance to them in ways that will help give them the best opportunities to succeed. Mr. Akoury displays active leadership of the programme and appropriately delegates responsibilities to his qualified and helpful faculty and the directors of the extension programs. He provides appropriate mentorship and supervision for the two directors and faculty of the extension sites in Zahle and Majdalaia. The Directors at each of the branch campuses, Mr. Pierre Kamlé at the Majdalaia campus and Mr. Elie Sakr at the Zahle campus, run their programs well and were able to articulate their common meetings with and mentoring connection to Mr. Akoury. Teaching occurs in areas of expertise, research however, as mentioned previously, needs to become a part of the academic equation.

Students expressed appreciation for the work that Mr. Akoury does on their behalf and know that he works hard to continue to improve the program. They express that they feel very well prepared by the program and appreciate his contributions to their success and his leadership of the faculty.

Recommendations:

None

Element 2.2: Core academic faculty

Criterion

The Educational institution must provide evidence that it has appointed core academic faculty (the people who are employed as faculty to teach in the physical therapy professional education programme) at a level that enables provision of an entry level physical therapy programme that satisfies all of the recognition requirements. (Note: educational institutions that are newly developed must provide evidence that they are in a position to appoint core academic faculty with appropriate qualifications and experience in each of the key areas of physical therapy practice to assist in the development and delivery of the programme.)

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

The programme core academic faculty members of the physical therapy programme:		n/a
• are physical therapists unless teaching content where other expertise is required (e.g., exercise physiology);	X	<input type="checkbox"/>
• are members of the WCPT's member organisation (if they are physical therapists);	X	<input type="checkbox"/>
• demonstrate active involvement in the professional organisation;	X	<input type="checkbox"/>
• give evidence of possessing a post professional degree, and if not a physical therapists have an appropriate degree for the area of teaching;	X	<input type="checkbox"/>
• are recognised experts in their area of teaching and research;	X	<input type="checkbox"/>
• are employed by the educational institution;	X	<input type="checkbox"/>
• are members of the core faculty of the physical therapy programme;	X	<input type="checkbox"/>
• demonstrate contemporary expertise in their area of programme responsibility;	X	<input type="checkbox"/>
• demonstrate ongoing continuing professional development consistent with professional and programme requirements;	X	<input type="checkbox"/>
• demonstrate effective teaching and student evaluation skills;	X	<input type="checkbox"/>
• have a record of service consistent with expectations of the physical therapy programme and the educational institution;	X	<input type="checkbox"/>
• participate as possible in governance of the educational institution;	X	<input type="checkbox"/>
• participate in physical therapist entry level curriculum development;	X	<input type="checkbox"/>
• demonstrate understanding of contemporary practice, quality clinical education, the clinical community, and the health delivery system (if they are physical therapists);	X	<input type="checkbox"/>
• should have had a previous faculty appointment	X	<input type="checkbox"/>

- | | | |
|---|-------------------|---|
| <ul style="list-style-type: none"> • have the authority and responsibility for regular evaluation of all physical therapy academic faculty, planning, and administering the programme's financial resources; • have an ongoing programme of professional development linked to evaluation of performance. | <p>X</p> <p>X</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> |
|---|-------------------|---|

<p>The areas of expertise of the core academic faculty members of the physical therapy programme are sufficient to cover the key areas of physical therapy practice.</p>	<p>X</p>	<p><input type="checkbox"/></p>
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<p>The majority of core academic faculty members of the physical therapy programme have a well-defined scholarly agenda and the others have a promising research record with demonstrated research activity in the forms of grants, conference presentations, and publications in refereed journals</p>	<p>X</p>	<p><input type="checkbox"/></p>
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Comments:

There is sufficient faculty at each of the three sites of this program. There are 28 faculty at the Babdaa campus, 12 faculty on the Mejdlaya campus and 12 faculty at the Zahle campus.

Faculty are all members of the Order of Physiotherapists in Lebanon and many are active participants in that organization. They all have assigned service roles within the programme and some have additional service responsibilities within the University.

The senior faculty all have physiotherapy experience and most continue to practice. The majority have completed or are enrolled in a DPT programme and others are investigating other academic advanced degrees. Some members of the assistant faculty do not have advanced degrees and this may not be necessary since this is a baccalaureate programme. Faculty are being encouraged to pursue advanced academic degrees and a goal of the Department is to have every instructor either have or be on their way to earning an advanced clinical or academic degree if they want to be a part of the staff at any level. This goal is related to faculty development and their commitment to increase their research presence. Faculty members who are not physical therapists have the training and background in their areas of teaching to qualify to meet this indicator.

Recommendations:

Continue to remain vigilant in training and supporting the faculty group through degree pursuit and development programmes that help them with their roles of teaching, research, and service.

Element 2.3: Clinical education director/coordinator

Criterion

The educational institution must provide evidence that it has a clinical education director/coordinator, who is a physical therapist and an academic faculty member, who is responsible for the clinical education component of the physical therapist professional entry level programme that is normally delivered by physical therapists in the clinical environment.

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

The clinical education director/coordinator of the physical therapy programme:		n/a
• is a physical therapist;	x	<input type="checkbox"/>
• is a member of the WCPT's member organisation;	x	<input type="checkbox"/>
• has 3 years of clinical experience in a variety of settings, has previous teaching experience, and should possess a postgraduate degree	x	<input type="checkbox"/>
• is a recognised expert in his/her area of teaching and research;	x	<input type="checkbox"/>
• is employed by the educational institution;	x	<input type="checkbox"/>
• demonstrates contemporary expertise in his/her area of programme responsibility;	x	<input type="checkbox"/>
• demonstrates ongoing continuing professional development consistent with professional and programme requirements;	x	<input type="checkbox"/>
• demonstrates effective teaching and student evaluation skills	x	<input type="checkbox"/>
• has a record of service consistent with expectations of the physical therapy programme and the educational institution;	x	<input type="checkbox"/>
• participates in physical therapist entry level curriculum development;	x	<input type="checkbox"/>
• has had a role as a clinical educator of physical therapy students;	x	<input type="checkbox"/>
• demonstrates understanding of contemporary practice, quality clinical education, the clinical community, and the health delivery system;	x	<input type="checkbox"/>
• should demonstrate active involvement in the professional organisation	x	<input type="checkbox"/>
• should be practising clinically;	x	<input type="checkbox"/>
• should be a member of the core faculty of the physical therapy programme;	x	<input type="checkbox"/>
• should possess contemporary expertise in management and leadership	x	<input type="checkbox"/>
• may have a well-defined scholarly agenda;	x	<input type="checkbox"/>
• may participate in governance of the educational institution;	x	<input type="checkbox"/>
• may have had a previous faculty appointment	x	<input type="checkbox"/>

The responsibilities of the clinical education director/coordinator of the physical therapy programme are outlined in the reviewer's handbook, Appendix 3, checklist 1.

Comments:

There are two primary coordinators of the clinical education programme. Evidence provided in the documents and gathered on-site confirms that the programme meets the requirements of this criterion. Charbel Najem and Rafka Abi Saad are the clinical education coordinators (known in the programme as Training Coordinators). They are members of the Order of Physiotherapists in Lebanon. They are both currently involved in active clinical practice. They are both members of the core faculty and have a presence on the departmental decision making councils. They are familiar with the clinical community and the available, quality clinical education sites. We can confirm through interviews, meetings with students and with clinical instructors that these clinical education coordinators are communicative, helpful and engaged in support of the clinical instructors and student learning. The clinical educators that we spoke to on site verified the important interactions they have with, and the appreciation they have for, these clinical training coordinators.

Recommendations:

None

Element 2.5: Clinical education site instructors

Criterion

The educational institution must provide evidence that students within the programme have access to clinical education site instructors (may also be known as clinical supervisor/clinical educator), who are physical therapists practising in clinical placement sites who supervise and evaluate the clinical skills of the student physical therapist while on placement and report to the educational institution and who have adequate experience to provide a comprehensive clinical education experience for the students. Clinical education site instructors facilitate and mentor the students to enable them to achieve a practice level commensurate with their academic training. (Note: educational institutions that are newly developed must provide evidence that they have access to clinical education site instructors with appropriate qualifications and experience in each of the key areas of physical therapy practice.)

Has the educational institution met this criterion?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

Clinical education site instructors:		n/a
<ul style="list-style-type: none"> are physical therapists, who are experienced practitioners in the key areas of physical therapy, in a range of settings (e.g., community based rehabilitation programmes, community settings including primary health care centres, individual homes, fitness clubs, hospices, hospitals, nursing homes, occupational health centres, out-patient clinics, physical therapist private offices, practices, clinics, rehabilitation centres, pre-schools, and workplaces) and in physical therapy management of patients/clients across the lifespan; 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> are members of the WCPT's member organisation 	x	<input type="checkbox"/>

• should demonstrate active involvement in the professional organisation	x	<input type="checkbox"/>
• possess a professional degree in physical therapy and may give evidence of post-professional education	x	<input type="checkbox"/>
• should be recognised experts in their area of teaching	x	<input type="checkbox"/>
• should have a formal affiliation or appointment at the educational institution	x	<input type="checkbox"/>
• are practising clinically	x	<input type="checkbox"/>
• may be members of the core faculty of the physical therapy programme	x	<input type="checkbox"/>
• demonstrate contemporary expertise in their area of programme responsibility and have a minimum of one year of clinical experience	x	<input type="checkbox"/>
• demonstrate ongoing continuing professional development consistent with professional requirements	x	<input type="checkbox"/>
• demonstrate effective teaching and student evaluation skills	x	<input type="checkbox"/>
• participate in physical therapist entry level curriculum development	x	<input type="checkbox"/>
• demonstrate understanding of contemporary practice, quality clinical education, the clinical community, and the health delivery system.	x	<input type="checkbox"/>

The responsibilities of clinical education site instructors are outlined in the reviewer's handbook, Appendix 3, checklist 2.

Comments:

There are a number of helpful documents that demonstrate that students have access to clinical sites that provide appropriate opportunity for students to develop physiotherapy skills. Additionally, we were able to verify that the clinical educators are qualified to provide clinical training to students through review of on-site documentation and in conversation with clinical instructors. Details of the organization of the available clinical education sites, including the expectations of the type of student that can access that training site (such as year of the student in the programme, etc.) are found in a document labeled Req.5, Doc 2. There currently are 30 active sites in Babdaa, 14 in Zahle, and 16 in Mejdalaiya. All faculty, students and clinical instructors interviewed confirmed this is a sufficient number of clinical training sites. Clinical education instructors on site have the appropriate degree for mentoring students. On site meetings with clinical educators and discussions with clinical instructors and students at actual clinical sites provided evidence that confirmed the positive experience the students are having and the active oversight and instruction that the clinical instructors provide. Clinical instructors provide feedback to the programme about preparation of students to help strengthen the curriculum and help with preparation of the students.

Sites that students rotate through include experiences with patients across the lifespan and allow for exposure to a broad area of practice areas and settings. Clinical site coordinators and assigned faculty members visit sites weekly to follow up with students and clinical instructors.

Clear internship policies (see submitted document labeled Req. Doc 1) exist and provided to students and clinical instructors. A protocol exists that outlines steps for remediation of students who have difficulty in their clinical education and this document is provided to students and clinical instructors (see submitted document labeled Req. 5 Doc 6).

There is direction for both the students and clinical instructors about the expectations of students about the evaluation points for student work. These include student behavior, relations with the patient

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and the team, autonomy in decision making and initiative, and technical and clinical competencies. (See submitted document labeled Req. 4 Doc 23).

There is a very clear commitment of the clinical community to educate students. Students are in clinical training each morning for 2 to 4 hours.

Recommendations:

None

Element 2.6: Associated faculty

Criterion

The Educational institution must provide evidence that it has appointed associate faculty (the people whose employing faculty is not the physical therapy faculty (e.g., physicians and nutritionists), who teach their subject in physical therapy professional programmes at a level that enables provision of the entry level physical therapy programme that satisfies all of the recognition requirements. (Note: Educational institutions that are newly developed must provide evidence that they are in a position to appoint associate faculty with appropriate qualifications and experience to assist in the development and delivery of the programme.)

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

Associate faculty members:

		n/a
<ul style="list-style-type: none"> • may be physical therapists or other professionals with expertise needed for the programme 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • may be members of the WCPT's member organisation if they are physical therapists 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • should demonstrate active involvement in their professional organisation 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • should give evidence of possessing a professional degree in physical therapy or other appropriate degree for the area of teaching 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • should be recognised experts in their area of teaching and research 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • demonstrate contemporary expertise in their area of programme responsibility 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • demonstrate ongoing continuing professional development consistent with professional and programme requirements 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • demonstrate effective teaching and student evaluation skills 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • have a record of service consistent with expectations of the physical therapy programme and the educational institution 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • participate in physical therapist entry level curriculum development. 	x	<input type="checkbox"/>
<ul style="list-style-type: none"> • demonstrate understanding of contemporary practice, quality clinical education, the clinical community, and the health delivery system. 	x	<input type="checkbox"/>
<p>The majority of associate faculty members of the physical therapy programme have a well-defined scholarly agenda and the others have a promising research record with demonstrated research activity in the forms of grants, conference presentations, and publications in refereed journals.</p>	x	<input type="checkbox"/>

Comments:

Evidence through interviews and discussions on site verified that faculty are teaching in areas of their expertise and training. We met many of the associated faculty and they talked about their excitement about being involved with the Department and helping with instruction. They were impressed with the students in the programme. They stated that they were members of the Order of Physiotherapists in Lebanon. The effectiveness of their teaching is evaluated in the same fashion as the regular faculty and students provided positive feedback about the quality of instruction from this category of faculty.

Recommendations:

The programme continues to provide valuable learning opportunities for, and pay attention to, the development of the associated faculty members.

Requirement 3: Resources

Element 3.1: Students

Criterion

The educational institution must provide evidence that the student body is consistent with the physical therapy profession's need for competent practitioners.

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

The student body has the academic qualifications to meet the demands of the physical therapist professional entry level education curriculum.

	n/a
x	<input type="checkbox"/>

Comments:

According to the University, the Supreme Council of Universities in Lebanon is responsible for admissions requirements. At the University Antonine physical therapy program, these requirements are based on the recommendation of the Faculty of Physical Therapy. The criteria are outlined and published in a way that is accessible and clear to interested students. Upon interviews with students there was validation that students enter the program prepared to meet the demands of the program. The success of the students that are currently in the program is further evidence of the program meeting this criterion.

Recommendations:

None

Element 3.2: Student services

Criterion

The Educational institution must provide evidence that the level of services provided for students is adequate to meet the needs of the students.

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

		n/a
Counseling services are available to students.	x	<input type="checkbox"/>
Academic services are available to students, including language instruction.	x	<input type="checkbox"/>
Services for students with identified disabilities are available.	x	<input type="checkbox"/>
Financial aid opportunities are available to students.	x	<input type="checkbox"/>
Health service facilities are available to students.	x	<input type="checkbox"/>
Where appropriate, residential facilities are available to students.	x	<input type="checkbox"/>

Comments:

We either saw, or were provided evidence on-site in interviews and discussions, that verified the availability of services for students that included the following: counseling, academic (including language instruction), financial aid, health care, residential and recreational facilities at all campuses. An example of the commitment to the provision of services to students includes specific assignments of student faculty academic advisors. These relationships extend through the program and associated with these are forms that the faculty member completes and the student signs each time the student meets with the faculty member. These forms include a brief description of the reason for the meeting and what follow up, if any, is required.

Recommendations:

None

Element 3.3: Support staff

Criterion

The educational institution must provide evidence that the level of administrative, secretarial, and technical support staff is adequate to meet the needs of the students and the faculty.

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

Support staff is sufficient in numbers and skill to meet the needs of the faculty and students.

		n/a
x		<input type="checkbox"/>
x		<input type="checkbox"/>

Faculty and students have sufficient and timely access to support staff.

Comments:

We either saw, or were provided evidence on-site in interviews and discussions, that verified the availability of sufficient support staff and services for the faculty and students at all campuses.

There is a student support services office at the University that students are aware of and access.

Faculty have access to support services through the University service offices or through programme administration.

Recommendations:

None

Element 3.4: Financial support

Criterion

The educational institution must provide evidence that the level of financial support is adequate to meet the programme's goals and expected student outcomes and to support the integrity and viability of the programme.

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

	Yes x	No <input type="checkbox"/>
A sound financial business plan is in place that reflects current commitments, proposed developments, and sustainability of the physical therapy programme.	x	<input type="checkbox"/>
The programme has the financial resources to deliver current commitments and projected developments.	x	<input type="checkbox"/>
An appropriate funding formula or its equivalent is in place for ongoing financial resources to and within the physical therapy programme.	x	<input type="checkbox"/>
The programme head/administrator/leader/dean has the discretion in accordance with educational institution budget guidelines to allocate financial resources within the physical therapy programme.	x	<input type="checkbox"/>
Physical therapy faculty members are involved in the development of the ongoing programme budgets and the allocation of financial resources within programme budget guidelines.	x	<input type="checkbox"/>
Financial resources for faculty are adequate for the number of current and future students.	x	<input type="checkbox"/>
Financial resources for physical therapy faculty are adequate to provide time and access for students seeking consultations with staff outside of teaching contact times.	x	<input type="checkbox"/>
Financial resources are available on an ongoing basis to update and maintain physical resources as required to support teaching and research needs.	x	<input type="checkbox"/>

Comments:

It appears through interviews and review of the conditions at the programme that the programme is sufficiently supported from a financial perspective. The programme at the Babdaa campus is housed in updated and very well kept space in the Public Health Building. The budget demonstrates good planning and appropriate allocations to allow for distribution of resources to the varying needs of the faculty and students. Teaching and learning, service, and research all have enough current and potential space and equipment to deliver the curriculum and for faculty to plan to carry out their investigative scholarly work. We visited multiple potential research laboratories, the clinical teaching laboratory space, the classroom space, faculty offices and meeting spaces and faculty described success in pursuing allocations from the program and the University. Students verified the quality and sufficiency of the teaching and learning space. Interviews with directors of the Zahle and Mejadaliya sites, faculty and students, reflect similar sufficiency of financial, support, and space resources for faculty and students on those campuses.

The budget not only covers faculty time for teaching and research, but also includes time for office hours to allow access for students to faculty for counseling and mentoring sessions.

The Dean of the Faculty of Public Health explained that the history of affirmative budget funding and growth has been positive for a number of years. The Chair of the Department also stated the positive history of access to sufficient funding.

Recommendations:

None

Element 3.5: Library

Criterion

The educational institution must provide evidence that the library system and associated learning resources are adequate to meet the needs of students and faculty.

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

The educational institution’s library system provides access to a comprehensive and up-to-date range of physical therapy journals, texts, and monographs.

x	n/a <input type="checkbox"/>
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The educational institution’s library system provides substantial and widespread access to appropriate biomedical, behavioural, and physical therapy sciences databases, as well as commonly used online resources.

x	n/a <input type="checkbox"/>
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The educational institution’s library system provides regular training to faculty and students in the use of library resources relevant to physical therapy and the foundational sciences.

x	n/a <input type="checkbox"/>
---	---------------------------------

Students have assured access to library system electronic databases on campus and at all clinical sites.

x	n/a <input type="checkbox"/>
---	---------------------------------

Comments:

We visited the library sites on the Babdaa campus. Library resources are quite adequate. Besides a large University library, the programme has a library located in the Public Health building. The library contains actual holdings, includes electronic databases, and librarians that can assist students with their needs. Interviews with directors of the Zahle and Mejdalaiya sites, faculty and students, reflect similar sufficiency of library resources for students on those campuses.

Recommendations:

None

Element 3.6: Facilities

Criterion

The educational institution must provide evidence that the level of classroom, laboratory space, office, and other space is adequate to meet the teaching and learning needs of the students and the faculty.

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

The quantity and quality of classroom and laboratory space dedicated to the programme is adequate to meet the needs of the programme, the students, and the faculty.

	n/a
x	<input type="checkbox"/>
x	<input type="checkbox"/>
x	<input type="checkbox"/>

The office and other space for core faculty and associated faculty are adequate to meet their teaching, research, advisement, and service needs.

The physical therapy programme has access to dedicated facilities that meet the research needs of the faculty.

Comments:

As mentioned, the program on the Babdaa campus is located in the Public Health Building. The needs of the program appear to be well met in this space. Interviews with directors of the Zahle and Mejdalaiya sites, faculty and students, reflect similar sufficiency of facility resources for faculty and students on those campuses

Recommendations:

Continue to monitor the space and measure any plans for growth at any of the campuses with a measure of any additional space needs.

Element 3.7: Equipment, technology, and materials

Criterion

The educational institution must provide evidence that the equipment, technology, and materials are adequate to meet the needs of the students and the faculty, the goals of the programme, and the student outcomes.

Has the educational institution met this criterion?	Yes x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

Equipment and supplies are adequate and available to meet the needs of the physical therapy programme.

	n/a
x	<input type="checkbox"/>

Students have access to high quality human anatomical specimens.

x	<input type="checkbox"/>
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Physical therapeutic and electrotherapeutic equipment are adequate for effective student learning.

x	<input type="checkbox"/>
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Appropriate education technology is adequate and available.

x	<input type="checkbox"/>
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Faculty and students have assured access to adequate laboratory space and computer access.

x	<input type="checkbox"/>
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Faculty and students have ready access to a range of software packages to support teaching and research needs.

x	<input type="checkbox"/>
---	--------------------------

Faculty and students have assured access to a computer network, which has full electronic mail facilities and is linked to the Internet and on-line databases.

x	<input type="checkbox"/>
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Faculty and students have sufficient and timely access to technical and computing support.

x	<input type="checkbox"/>
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Comments:

Following tours of the facilities, interviews and discussion with faculty and students the presence of sufficient equipment and technology was verified. The materials available to students and faculty are adequate to meet learning and the planned research needs. Interviews with directors of the Zahle and Mejdalaiya sites, faculty and students, reflect similar sufficiency of these resources for faculty and students on those campuses

Recommendations:

None

Requirement 4: Academic programme

Element 4.1: Pedagogy

Criterion

The educational institution must provide evidence that the programme is based on philosophical pedagogy that facilitates attainment of graduate attributes through the progressive development and integration of knowledge, clinical skills, independent thinking, ethical and value analysis, communication skills, clinical reasoning, and decision-making.

Has the educational institution met this criterion?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

The programme is structured to ensure that all the key areas of physical therapy practice are core components of the programme.

	n/a
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The teaching plan for each unit of instruction includes a range of teaching, learning, and assessment methods appropriate to the achievement of the specific learning outcomes for the unit and accommodates the learning styles of the students.

The programme schedule includes adequate time for consolidation of student learning.

Comments:

While a philosophical pedagogy has not been explicitly articulated for this program (this information may be outlined in document provided in French), the pedagogical principles underpinning the program promotes progression from novice towards expert, dependence to independence, and closed classroom teaching to the open environments of clinical practice. The four years of the physical therapy program is designed around a systematic progression in content and skills with building complexity in knowledge application.

Although the predominant teaching approach appears to be lectures with a focus on direct transmission of factual knowledge, there are examples of active learning strategies such as brainstorming, interactive lectures, discussion, group-work and practice in the core subjects. More visible in later years and in some elective offerings, there are examples of facilitated student discussion and critique of research, exposing students to a diverse range of learning approaches.

Assessments in most subjects appear to be written exams, both for formative and summative purposes, indicating a strong focus on retention of knowledge, especially in the early years of the program. Due to time constraints, we did review a complete range of assessment tasks across the program. It does appear however that the assessment tasks adequately addressed the learning outcomes. Clinical skills and attributes were assessed through supervisor reports, practical examinations and case studies. From a pedagogy point of view, it will be worth mapping the assessment tasks to learning outcomes throughout the program.

It was noted during the site visit that the physical therapy program has a senior faculty members who has advanced knowledge of pedagogy. Mrs Cynthia Saba had been partly seconded to the University's academic teaching development program due to her knowledge and skills in applying

educational theory to teaching practice and she is well placed to promote professional development in teaching within the program. The intention of the leadership to promote a strong pedagogical framework and educator capability into the program was evident and they had strategies in place to encourage staff comfortable with more traditional transmission models of teaching and assessment to develop further skills in contemporary constructivist teaching practices. Peer review of teaching practices is not currently used, but could benefit teachers within the program and help the leadership achieve its agenda for incorporating teaching excellence into the program.

Recommendations:

Map the learning outcomes, teaching strategies and assessment approaches to refine constructive alignment throughout the program and ensure teaching and assessment approaches are based on a clearly articulated pedagogical philosophy and framework.

Element 4.2: Curriculum

Criterion

The educational institution must provide evidence that the curriculum addresses the [WCPT Guideline for physical therapist professional entry level education](#) and that there are appropriate processes in place to develop and improve the curriculum.

Has the educational institution met this criterion?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

		n/a
The curriculum has a description of the curriculum model and educational principles on which the curriculum is built.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum plan includes a statement of the philosophy, principles, and values of the physical therapy professional entry level programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum is designed such that the programme it is aligned with the WCPT Guideline for physical therapist professional entry level education and is based on the contemporary practice of physical therapy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum has statements of expected student outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum has a description of pre-requisite course work upon which the physical therapy curriculum is built.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum has a series of organised, sequential, and integrated courses designed to facilitate achievement of expected student outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes a variety of instructional methods selected to maximise learning and based on the curriculum philosophy and content, the needs of learners and the expected student outcomes. It is structured to include lectures, tutorials, practical classes, and clinical education experiences that are sequenced and integrated to ensure effective learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum has course syllabi with objectives stated in behavioural terms that are reflective of the course content and the expected level of student performance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum has a variety of evaluation processes that are regularly used by faculty to determine that students have achieved the educational objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

The curriculum is comprehensive and appears to meet WCPT expectations for entry to practice programs. The 129 credit point program includes 120 credit points in core subjects and electives of 9 credit points. There are 9 credit points and 1,050 hours devoted to the six practicums that have strong progression in learning expectations. There is curriculum devoted to both research and evidence based practice (equal to 11 credit points), preparing students to be consumers of evidence as well as to develop foundational skills in research. A comprehensive mapping of LO to WCPT expectations would ensure that there is full coverage of standards, as well as identifying areas of depth of coverage and sections that would benefit from more depth.

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The curriculum is sequential and organized to progress from foundational knowledge to more complex case management. Integration between subjects could be developed further, and use of prior knowledge from previous subjects could be explicitly progressed through learning outcomes in subjects that run in the later years.

Course learning outcomes (LOs) have been documented for the program and for individual subjects available through syllabus documents. Additionally, LOs are clearly documented for each subject throughout the program in subject contracts (providing information in LOs, teaching strategies and assessment tasks). There is evidence of progression in the LOs from more foundational capabilities (knowledge, understanding) to requiring higher order thinking (analysis, synthesis, interpretation and evaluation) in later years of the program. This structured and systematic progression in student learning outcomes was also noted in the practicums.

The faculty pays attention to student evaluation of the program with attention to formal evaluations of tutors and clinical experiences routinely gathered from students. Student feedback is published in annual reports and staff are counseled to respond to the feedback to make changes to their curriculum and teaching approaches.

Recommendations:

The previous recommendation will support the mapping of LO to WCPT expectations for physical therapy entry level programs. This will clarify gaps, repetition and optimal sequencing of curriculum. Attention to further integration between subjects and the explicit use of prior knowledge and prerequisites in subjects in the later years will reinforce the strong structure of the curriculum.

Element 4.3: Curriculum content

Criterion

The educational institution must provide evidence that the curriculum contains details of content and learning experiences in all of the areas identified below.

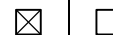
Has the educational institution met this criterion?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

	Yes	No	n/a
The curriculum includes content and learning experiences in the biological and physical sciences necessary for initial practice of the profession	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content and learning experiences in the social/behavioural/technological sciences necessary for initial practice of the profession including laboratory or other practical experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content and learning experiences in the clinical sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content, learning experiences, and clinical education experiences for each student.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content and learning experiences to assure that the graduate is accountable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content and learning experiences to assure that the graduate is altruistic.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content and learning experiences to assure that the graduate is compassionate and caring.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content and learning experiences to assure that the graduate is culturally competent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content and learning experiences to assure that the graduate exhibits integrity by demonstrating integrity in all interactions with patients/clients and any others involved in the delivery of physical therapy services.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content and learning experiences to assure that the graduate exhibits personal/professional development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content and learning experiences to assure that the graduate exhibits acceptable professional and ethical behaviours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content and learning experiences to assure that the graduate exhibits professional duty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content and learning experiences to assure that the graduate exhibits social responsibility and advocacy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content and learning experiences to assure that the graduate exhibits teamwork.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The curriculum includes content and learning experiences to assure that the graduate exhibits critical analysis/clinical reasoning/clinical decision making.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

The curriculum includes content and learning experiences to assure that the graduate exhibits practice that is evidence-based.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is able to educate others.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is able to perform a physical therapist examination/assessment [See checklist 3 in the reviewer handbook for further details].	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is able to perform an evaluation by evaluating findings from the assessment/examination (history, systems review, and tests and measures) to make clinical judgments regarding patients/clients.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is able to perform a diagnosis.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is able to perform a prognosis by determining patient/client prognoses and identifying the most appropriate intervention strategies for patient/client care/management.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is able to develop a plan of care/intervention/treatment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is able to provide interventions/treatment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is able to perform a re-examination/determination of outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is able to engage in prevention, health promotion, fitness, and wellness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is able to engage in management of care/intervention/treatment delivery.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is able to engage in consultation/screening.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is able to engage in management/administration/supervision by:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is able to engage in research by:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum includes content and learning experiences to assure that the graduate is knowledgeable about practice settings by understanding the role of physical therapists and the scope of physical therapy practice in multiple practice settings [See checklist 5 in the reviewer handbook for further details].	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The content of the curriculum and the organisation of the learning experiences foster a commitment to continuing professional growth including learning through self-directed, independent study and contributing to the profession.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students undertake formal practical classes as part of their coursework in professional physical therapy skill development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The curriculum is developed and regularly reviewed at an educational institution level by the appropriate educational institution board/committee and by faculty of the programme with input from the programme's advisory group, representatives of the profession, including the national professional association should one exist, the student body, and other interested groups.



Comments:

The faculty should be congratulated on its commitment to ensuring that students are exposed to the wide range of physiotherapy relevant content and practice. While not all subject contracts were available for review (documents that provide information on learning outcomes, teaching approaches and assessment tasks), it was clear that efforts were in place to meet all WCPT requirements.

The program covers the basic and physiotherapy science in detail and addresses some key elements of the social sciences. Areas of content that were less visible in subject descriptions or assessment tasks were the expectations around attributes such as compassion, altruism and cultural competence. While these attributes were assessed in the practicums, it would be worth considering how these could be promoted within the program beyond a theoretical level.

The design of the core subjects clearly link to preparation for practicums, providing students will theory, practical skills and application to clinical practice contexts. The university has identified a gap in differential diagnosis based on the fact that direct access is not as yet authorized in Lebanon. We would suggest that increasing the amount of critical reasoning and differential diagnosis in the program would benefit students reasoning skills as well as preparing them for future practice and global physical therapy practice.

Elective offerings are intended to expose students to extended areas of physiotherapy practice in Lebanon. Students noted that some of the elective content could be integrated into core curriculum (eg. Documentation in physiotherapy and Clinical Reasoning). In the majority, the electives provided students with opportunities to pursue areas of personal interest. However, there is concern that some subjects are not evidence based and should not be available in an accredited physical therapy program. For example 'Alternative therapy' includes content on crystal healing and Reiki and has learning outcomes that require students to select and use these alternative therapies in their practice. It is understood that this subject may be included as part of local practice and/or patient preference, however, if this subject is considered essential to the program, its LO should relate to the evidence base of these therapies and explaining this evidence to patients who might ask for these alternative approaches.

It was noted that there are some outstanding and innovative offerings available to students such as SCOPE (Students Changing Community Outcomes through Political Education' and Google Online Marketing'. SCOPE focuses on service learning and 20 hours of community engagement and is taught through 'lively discussion', while Google online is a marketing competition that students are encouraged to engage with, thus providing them with broader opportunities for personal development within the curriculum.

Recommendations:

Review the elective offerings of non-physical therapy subjects and if electing to keep them, to review their learning outcomes to be aligned with evidence informed practice.

Requirement 5: Clinical education programme

Element 5.1: Clinical education

Criterion

The educational institution must provide evidence that the programme includes clinical education that has sufficient breadth, depth and comprehensive coverage to ensure that the learning outcomes of the programme are met.

Has the educational institution met this criterion?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

Clinical education is sequential and integrated within the programme.

x	n/a <input type="checkbox"/>
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Clinical education learning experiences should account for no less than one third of the curriculum and should maximise student learning.

x	<input type="checkbox"/>
---	--------------------------

Students must have sufficient grounding in professional ethics prior to undertaking supervised clinical practice.

x	<input type="checkbox"/>
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Coverage of professional knowledge and skills within the programme are adequate for all students prior to beginning the first clinical placement.

x	<input type="checkbox"/>
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Clinical education includes progressive exposure to a variety of patients/clients with varying diagnoses and across the lifespan.

x	<input type="checkbox"/>
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Periods of supervised clinical practice are scheduled following relevant theoretical and practical education.

x	<input type="checkbox"/>
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The supervised clinical practice experience provides opportunities for students to:

- Integrate theoretical and practical concepts into clinical practice
- Perform professional responsibilities under appropriate levels of supervision
- Observe professional role models
- Receive timely and constructive feedback regarding their professional skills and clinical reasoning
- Reflect on practice
- Progressively build and develop clinical and professional expertise.

x	<input type="checkbox"/>
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Comments:

The University has a clinical program that is comprehensive and well structured and sequenced with gradually increasing demands on student practical skills. Students complete six practicums across the 4 years with each practicum split into two internships, with the total equal to 9 credit points. Each practicum is equal to 175 hours, providing students with a total of 1,050 hours of supervised clinical placements in a diversity of practice contexts. Students spend from 2-4 hours each morning in clinical practice from year 2 through to year 4, satisfying the requirement for more than a third of hours of the program spent in clinical practice.

The clinical program has been designed to meet APTA standards. There is a clear progression in learning expectations across each clinic, which is appropriate, and supports learning in complex

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clinical environments. It is reassuring that the faculty has recognized the value of placing the professional ethics subject early in the curriculum and prior to students entering the curriculum. There is strong attention to scaffolding student learning with weekly planning and self-reflection forms that are completed by students each week. In addition, clinical supervisors complete weekly feedback forms, helping students to understand their strengths and areas for need further development.

Assessment of clinical skills included practical exams, supervisor reports and case presentations. There are competency evaluations forms used in the practicums and students were aware of what was expected of them. While the faculty identified that students do not consistently make the most of the evidence based training when in clinics, which may be due to the current state of practice in Lebanon, students end of practicum case presentations demonstrated good use of evidence-based practice in the clinical context. Certainly, the progression of evidence-based practice is one hope for the students.

Students we met during our clinical visits reported feeling well supported, enjoying their learning and feeling appropriately challenged to put their theory into practice. The model of learning in clinics in the morning followed by theory subjects later in the morning and afternoon (and in some cases in the evening), provides an excellent opportunity for students to link theory to practice. The opportunity to take authentic case studies from clinics into the classroom does not seem to be fully realized as student classes are typically based on lecture delivery and learning of new content knowledge.

It was noted that clinical educators found the students well prepared for their clinical placements and picked up on clinical skills rapidly, which reflects very well on the work of the physical therapy faculty. The commitment of the clinical supervisors are a valuable resource for the University, and it may be of benefit to build formal structures to allow clinical supervisors to contribute to curriculum development, identify systematic gaps in the program which can be readily addressed, and further build students preparation for clinical practice and graduation. There was no evidence of benchmarking clinical exams and this would be valuable in ensuring equity in clinical assessment outcomes.

Recommendations:

Benchmark clinical examinations in the various core areas of physical therapy practice such as cardio respiratory, neurological and musculoskeletal physiotherapy practice to achieve standard setting. This can be done in varying ways, for example, by videotaping mock clinical examinations and asking clinical educators to mark these video exams independently.

Element 5.2: Clinical placements

Criterion

The educational institution must provide evidence that the clinical education programme includes clinical placements that provide opportunities to develop competence in the key areas of physical therapy, exposure to a range of settings (acute, rehabilitation and community) and to patients/clients of all ages. (Note: In the early stages of planning for a new programme in physical therapy, the educational institution must ensure that adequate clinical placement experiences are available for the students who will enter the proposed programme.)

Has the educational institution met this criterion?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

		n/a
Students have assured access to clinical placements in all core areas of practice and across the lifespan.	x	<input type="checkbox"/>
Appropriate policies and mechanisms are in place for student safety, reporting, accommodation, travel, and insurance during clinical placements.	x	<input type="checkbox"/>
The methods used by the physical therapy programme to assign students to clinical education experiences are described.	x	<input type="checkbox"/>
Students have online access to the educational institution's resources and professional and research databases while on clinical placements.	x	<input type="checkbox"/>
Specific communication procedures are established between the clinical education site instructors and the students for both issues of patient/client service delivery and for teaching and learning while on clinical placements.	x	<input type="checkbox"/>
Written evidence is provided of an ongoing and reasonable expectation that clinical facilities will provide supervised clinical practice experiences for the students who will enter the programme in the period of recognition.	x	<input type="checkbox"/>
Comprehensive clinical placement experiences will be provided to all students who will enter the programme in the period of accreditation/recognition.	x	<input type="checkbox"/>

Comments:

Every effort is made to ensure that the clinical placements are of a high standard and that clinical educators are well prepared to support students learning. The university has ensured a diversity of clinical placements and that the quality of these placements is high.

Processes and policies are very well documented for both clinical educators and students and professional requirements are clearly stated. There is an appropriate mix of assessment tasks including practical exams, supervisor evaluation and case study presentations. Clinical educators are required to provide students with weekly planning sheets providing formative feedback throughout the practicums, facilitating student's learning across the program. Clinical exposure to a diverse range of patients provide both structured and opportunistic learning for all students, placing them in an enriched learning environment.

We had the benefit of visiting three clinical sites that were very well resourced with clinical educators demonstrating a strong commitment to student learning. Further, the clinical educators demonstrated advanced expertise in their area of clinical practice.

As clinical examinations are part of each practicum, it would be appropriate to establish benchmarking processes for standard setting as recommended above. The challenge of the geography of Lebanon in meeting at a single site is recognized, and alternative approaches to benchmarking, such as building a library of videos of mock clinical examinations may be useful. This is especially important for the final year of the program to ensure that both a reliable and valid standard in marking student performance is achieved.

Recommendations:

Benchmarking as per previous recommendation.

Requirement 6: Outcomes

Element 6.1: Programme outcomes

Criterion

The philosophy and learning outcomes of the programme are clearly stated and are consistent with the professional practice of physical therapy and the WCPT Guideline for physical therapist professional entry level education.

Has the educational institution met this criterion?	x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

	n/a
The educational institution undertakes regular progressive monitoring of programme outcomes using a range of appropriate and valid methods.	x <input type="checkbox"/>
The educational institution analyses and evaluates the findings of the evaluation of programme outcomes to monitor the quality of the education process.	x <input type="checkbox"/>
The educational institution takes action in response to the findings of the evaluation of programme outcomes to improve the quality of the education process.	x <input type="checkbox"/>
The educational institution has appropriate mechanisms to monitor and report the results of responses to the findings of the evaluation of programme outcomes to relevant stakeholders.	x <input type="checkbox"/>

Comments:

The Antonine physical therapy program has demonstrated a strong commitment to the quality of its programs at its three sites. There is clear documentation regarding University and faculty level reviews and attention is paid to student and clinical supervisor evaluation. The university has been active in being accredited previously by a Swiss agency and now seeking WCPT accreditation. An advisory committee of physical therapists, including graduates would provide useful information on quality of program outcomes. Inviting members from other health professions onto the advisory committee will bring further insights into the program review process. Further, benchmarking as outlined below will add to quality assurance of this program.

Having had a period of intensive review from two external bodies, the faculty has had an intensive period of reflection on their strengths and areas that need attention and has started to implement changes such as designing a strategy to build their research capacity. There would be value in establishing an internal quality assurance working group that formally and routinely reviews the progress of the responses to recommendations made in this report.

Recommendations:

Establish an internal quality assurance process to monitor the progress of the recommendations of this report.

Element 6.2: Benchmarking

Criterion

The educational institution provides evidence of undertaking comparative analysis of the programme including systematic benchmarking with comparable accredited/recognized physical therapist entry level education programmes and also evidence of an evaluative commentary.

Has the educational institution met this criterion?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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Evidence was provided for each of the following indicators:

The educational institution uses mechanisms to rank the educational institution's physical therapy programme with like physical therapy programmes.

	n/a
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<input type="checkbox"/>	
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The educational institution undertakes or plans to undertake other national or international comparisons where such comparisons provide information that can be used within a quality process.

x	<input type="checkbox"/>
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Comments:

The University acknowledges that it does not formally benchmark with other like physical therapy programs and does not have an established quality assurance process or set of criteria for comparisons with national or international programs. However, It has been reviewed by university catholique de Louvain (UCL), a French speaking Belgian University and was recently accredited by Swiss agency – AAQ Agence Suisse d'Accreditation, demonstrating a commitment to quality assurance of its program.

At an informal level, several academics have graduated from or are currently enrolled in Masters and DPT programs at the American University in Beirut and Lebanese University, providing opportunities for informal comparison of standards. As clinical educators take students from multiple universities, they also provide informal feedback on student standards, preparation for practicums and readiness for practice relative to other universities.

The faculty recognized the benefits of benchmarking with other physical therapy programs and were considering indicators on graduate outcomes (such as employment, satisfaction with their physical therapy education and progression to higher degrees), quality of curriculum (such as hours of study on core content areas such as research and evidence and clinical reasoning) and teaching strategies (such as range of assessment approaches and quality of formative feedback). Benchmarking with other well-resourced and successful programs within the university, especially in terms of teaching, feedback and assessment approaches may have value to the physical therapy program.

Recommendations:

The establishment of a strategic and formalized benchmarking process to further support the quality assurance activity of the Université Antonine physical therapy program. Specific measurable and meaningful data should be identified for benchmarking at both a national and international level with other physical therapy programs as well as with other successful and comparable programs with the university itself.

Element 6.3: Assessment

Criterion

The educational institution must provide evidence that the faculty and clinical site instructors utilise a range of appropriate assessment methods to report whether students know and understand theoretical material and are competent and safe to function in the clinical setting according to the WCPT Guideline for physical therapist professional entry level education.

Has the educational institution met this criterion?	x	No <input type="checkbox"/>
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Evidence was provided for each of the following indicators:

Students have sufficient and timely access to faculty to support their learning.

x	n/a <input type="checkbox"/>
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Systematic monitoring of teaching quality occurs such as participation in regular formal Educational institution teaching/unit evaluation and an Educational institution performance management scheme.

x	<input type="checkbox"/>
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The breadth and depth of knowledge of the core areas in physical therapy are adequately assessed.

x	<input type="checkbox"/>
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A range of assessment methods are used by the programs that are appropriate to the learning outcomes for both formative and summative purposes.

x	<input type="checkbox"/>
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A formal process is in place of a regular review of student assessment load.

<input type="checkbox"/>	<input type="checkbox"/>
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Students receive useful and timely feedback on their academic and clinical assessments.

x	<input type="checkbox"/>
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Students must pass all units in order to complete the programme.

x	<input type="checkbox"/>
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A comprehensive evaluation of students' clinical competence based on the elements of the [WCPT Guideline for physical therapist professional entry level education](#) is included.

x	<input type="checkbox"/>
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Assessment methods that consider the emphasis, balance, and appropriateness of methods and relevance to the [WCPT Guideline for physical therapist professional entry level education](#) are regularly reviewed.

x	<input type="checkbox"/>
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Comments:

There are clear assessment requirements for all subjects and practicums and students are aware of and have an understanding of the requirements. Both formative and summative assessment tasks are predominantly written exams. Strong efforts are made to ensure transparency of the assessment requirements and importantly students were clear about the assessment tasks, reported them as 'fair' and as understanding their importance to their preparation for practice. The students were able to articulate the importance of the assessment processes and felt well prepared to complete these tasks. Assessment tasks pre-clinically appear to prepare students well for their clinical practice.

Given the emphasis on written examinations for both formative and summative exams, especially in the early years of the program, there is risk of an overreliance on retention, rather than higher order thinking. Students do get opportunities to synthesize literature and complete case analysis. More

diversity of assessment tasks will provide students with opportunities to develop a range of skills and attributes essential to professional practice.

Currently there is no formal process for review of student assessment load and faculty does have a plan to review this. We did not see examples of educator feedback to students so are unable to comment on the formative value of the assessment tasks other than quantitative outcomes. We understand that rubrics are available to mark some subjects and these are made available to students in some subjects. (Further comments on assessments are included under pedagogy and curriculum).

It would benefit the program into the future to clearly articulate principles for assessment that is based on pedagogical principles and to design a whole of program assessment scheme to ensure the achievement of all learning outcomes including higher order thinking and critical reasoning skills.

Recommendations:

The programme carries out its plan to review student assessment load.

Element 6.4: Graduate outcomes

Criterion

The educational institution undertakes the collection and evaluation of longitudinal assessment data that indicate that graduates of the programme demonstrate the specific attributes defined in the WCPT Guideline for physical therapist professional entry level education in conjunction with the graduate attributes defined by the Educational institution.

Has the educational institution met this criterion?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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Evidence was provided for each of the following indicators:

The educational institution undertakes evaluative procedures to assess students at each stage within the programme in terms of the specific attributes defined in the WCPT Guideline for physical therapist professional entry level education and the graduate attributes defined by the educational institution.

The educational institution undertakes evaluative procedures, including standard surveys and mechanisms, selected by the educational institution to assess graduates and their employers in terms of the specific attributes defined in the WCPT Guideline for physical therapist professional entry level education and the graduate attributes defined by the educational institution.

The educational institution takes action in response to the findings of the evaluation of student and graduate outcomes to improve the standards of the programme.

The educational institution implements strategies to ensure the sample of graduates and employers and response rate are sufficient to reach valid conclusions regarding the standard of graduates.

	n/a
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Comments:

The faculty of the Antonine physical therapy program recognizes that they have not fully met the requirement for evaluation of their graduate outcomes, although they have a plan in place to meet these requirements.

While there is no formal documentation on the graduate outcomes, there is clear evidence of the popularity of the program as seen through its high number of applications for entry to the program. The leadership of the university and the students of the program recognize the reputation for quality of the course, and are proud to be associated with it. Further, graduates we met as part of the site visits were very positive about their experience in the program, their preparation for practice and their subsequent employment. Further, graduates mentioned seeking study in higher degrees, providing an indicator of lifelong learning intention of the graduates.

Recommendations:

Implement data collection on graduate outcomes such as graduate employment, time to employment, higher degree qualification post graduation, perception of strength of the program and areas that could be developed further. The university can seek to benchmark this data across other local and international universities.

Acknowledgements

The reviewers would like to thank Mr Elie Akoury, Chair of the Physical Therapy Department, for his cordiality, attention, hospitality and openness. Also, thanks to Mr. Pierre Kamlé of the Mejdalaia campus, Mr. Elie Sakr at the Zahle campus, Mr Charbel Habib, and Mrs Cynthia Saba, for assistance, kindness, and enthusiasm during the visit.

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The latest versions of all WCPT policies and guidelines may accessed at: <http://www.wcpt.org/policies>

Appendices

Appendix A: List and C-Vs of key personnel

Appendix B: Schedule for the site visit

Appendix C: Key personnel present at scheduled meetings

Appendix D: Students and clinical education site instructors present

Appendix E: List of documents supplied

Appendix A: List and C-Vs of key personnel

Template for recording the profile of core faculty members

Faculty member	Position	Highest degree	Education background	Subject/Papers taught in the entry level PT programme	Research and professional interests	Hyperlink to CV
Elie AKOURY	Director of the PT department	- Master -DPT in Progress	- Physical Therapy - Osteopathy and Manual Therapy -Sports Injuries -TCM (traditional Chinese medicine)	-Anatomy and physiology of the musculoskeletal system -Geriatrics - Biomechanics	-Geriatrics - Management -Sports	CV
Elie Sakr	Academic director/Zahle branch	DPT	-Physical Therapy - Neurology - Equine and Canine Osteopathy	-Introduction à la Physiothérapie - Raisonement Clinique - Physiothérapie Aquatique	-Neurology - Equithérapie	CV1
Pierre Kamle	Academic director/Mejdaya branch	Master	-Physical Therapy - Neurology - Pedagogy -Sport Physiology and Rehabilitation	-Anatomie et physiologie du système musculo-squelettique -Anatomie palpatoire -Bilans -Cardio-respi	-Sport -Gériatrie -Pédagogie	CV2
Charbel Habib	Assistant Professor	DPT	- Research in	-Anatomy and physiology of the	-Education -Sports	CV3

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			Physical Therapy - Physical Therapy - Osteopathy and Manual Therapy	musculoskeletal system - Biomechanics - Palpatory Anatomy - Professional Ethics and regulations		
Cynthia Saba	Assistant Professor	DPT	-Physical Therapy -Manual Therapy - Education -Mediation	-Leadership in Physical Therapy - Physical Therapy and Rehabilitation Methods in Rheumatology - Methods of Assessment in Physical Therapy	-Education -Evaluation -Programme based approach in the university curriculum -Manual Therapy	CV4
Charbel Najem	-Lecturer -Clinical Education Coordinator	- Master -DPT in progress	- Physical Therapy - Osteopathy and Manual Therapy	-Physical Therapy and Rehabilitation Specific Methods - Documentat ion in Physical Therapy - Physical Therapy and rehabilitation methods - Physical Therapy Methods for the Musculoskeletal System	Musculoskeletal	CV5

Rafka Abi Saad	-Lecturer -Clinical Education Supervisor	Master DPT in progre ss	- Physical Therapy - Osteopath y and Manual Therapy	-Methods of Assessment in Physical Therapy - Ergonomics	Musculoskel etal	CV6
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Template for recording the profile of associated faculty members

Faculty member	Position	Highest degree	Education background	Subject/Papers taught in the entry level PT programme	Research and professional interests	Hyperlink to CV
Claude MARO UN	Director of PT Departm ent, AUBMC Instructo r/ Lecturer @ the PT departm ent	Doctor of Physical Therapy	-Physical Therapy -Public Health - Management and quality in healthcare - Rehabilitation of Musculoskele tal diseases -McKenzie International provider	Evidence- based Practice in Physical Therapy	-Quality in Physical Therapy - Accreditatio n and standards of practice -Interaction Exercises and Pharmacol ogy - Implementa tion of ICF and EBP	CV7
Roger SAADE	Instructo r/ Lecturer @ the PT departm ent	DPT	-Diploma in Physio- therapy -Master in neurology	- Neuroanat omy - Neuropedi atrics -Aquatic physiother apy -Advanced Neurology -Physical Therapy Methods for the Peripheral and Extra	Academic research	CV8

				Pyramidal Nervous System -Physical Therapy Methods for the Central Nervous System		
Bechara SFEIR	Assistant Professor	DPT	-Physical therapy --Osteopathy and Manual Therapy -Pulmonary and Cardio-vascular rehabilitation	-Pulmonary and Cardio-vascular rehabilitation methods. -Sports injury rehabilitation methods. -Motion analysis	-Motion analysis - Biomechanics - Neuroscience	CV9
Mohammad Abou Haidar	Instructor/ Lecturer @ the PT department	PhD DPT	- Management -Science du sport et activités physique	Introduction to physical therapy	Management	CV10
Hanane Dourbal y	Instructor/ Lecturer @ the PT department	Master	Sports	Introduction to physical therapy	Sports	CV11
Abir Khatib	Instructor/ Lecturer @ the PT department	Master	-Respiratory rehabilitation -Mackenzi technique -Neuro-dynamic technique	Introduction to Biomechanics	- Biomechanics -Neurology	CV12
Fadi ABDEL AHAD	Instructor/ Lecturer @ the PT department	Master	-Physical Therapy -Neurology -Hospital and healthcare management	- Neuroanatomy and neurophysiology	-Neurology - Management	CV13

					-Neuro rehabilitation	
Johnny Zamrou d.	Instructor/ Lecturer @ the PT department	Master International MBA Paris Dauphine	- Physical Therapy - Master Degree in Physical and Sports Injuries rehab (USJ) - International MBA (gestion des entreprises Paris Dauphine USJ) - Certified Instructor from Gordon Institute USA	Health Management	-Public Health -Sports	CV14
Joelle Eid	Instructor/ Lecturer @ the PT department	Medical Doctor Specialty in Family Medicine	-General medicine. -Family medicine. -Master Degree in Biological and Medical Sciences. -Advance Trauma Life support Certificate 9with Instructor Potential) -Specialty in Emergency medicine (in progress).	-General & Systemic Anatomy and Physiology (Gastro, Uro, Gyneco, Endo and ORL) -General and Systemic Anatomy and Physiology (cyto, histo, cardio, Respi and Integ.) - Traumatology and Medical imaging(Lower Limb	-Publication in Family medicine. -ER physician. Family physician.	CV15

				and Particular cases) - Traumatology and Medical imaging (upper Limb, Head and Spine)		
Elie Tabcharany	Instructor/ Lecturer @ the PT department	-Doctor in Medicine. -Doctor in Emergency Medicine in Progress	-General Medicine. -General Surgery. -Emergency Medicine.	-General Anatomy and Physiology -Pathology -Pathology of the Nervous System.	- Sports Medicine	CV16
Antonio Soutou	Assistant Professor	PhD	-Teaching diploma in PE - PhD research in sports sciences	Exercise Physiology	-Sports History -Exercise Physiology -PE didactic	CV17
Gisèle Zeinoun	Instructor/ Lecturer @ the PT department	Master	-Nursing -Community Health	-Methods of nursing -Methods of research -Memoire -Supportive tools	- Research - Public health	CV18
Samar Gebran	Instructor/ Lecturer @ the PT department	Master	Arts in Educational Psychology Physical Education and Sports	Physical Education and Sports	-Sports	CV19
Michel Janian	Instructor/ Lecturer @ the PT department	Master	Manual Therapy and Osteopathy	Rehabilitation in uro-gynecology	Musculoskeletal-Urogynecology	CV20
Bechara Sfeir	Instructor/	DPT	Research Master	- Cardiovasc	-Cardio-respiratory	CV21

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	Lecturer @ the PT department			ular and Pulmonary Rehabilitation - Physical Therapy and Rehabilitation Methods for Sports Injuries	-Sports	
Samaya Saty	Instructor/ Lecturer @ the PT department	Master	Research Master "Handicap, Motricity and Reeducation"	Research Methods I- II	-Pedagogy -Neurology	CV22
Elie Obeid	Instructor/ Lecturer @ the PT department	DPT in Progress Master	Podology Manual Therapy	-Methods of Muscle Testing of the Lower Limb and Trunk - Methods of Muscle Testing of the Upper Limb	Manual Therapy	CV23
Marie-Catherine Baradhi	Instructor/ Lecturer @ the PT department	Master	Research Master Geriatrics	Vestibular Rehabilitation	Research Geriatrics	CV24
Sandra Mechleb	Instructor/ Lecturer @ the PT department	Master	Psychomotor Therapy	Introduction to Psychomotor Therapy	Psychomotricity	CV25
Bachir FEGHALI	Instructor/ Lecturer @ the	Master	Basketball coach	Physical Education and Sports	Badminton Basketball	CV26

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	PT department					
Hanadi Abdel Ahad	Instructor/ Lecturer @ the PT department	Master Dr in Pharmacy	Pharmacology Public Health	Pharmacology	Pharmacology Management and Marketing	CV27
Georges Haddad	Instructor/ Lecturer @ the PT department	Master	Master in communication- Public Health	First aids	Public Health	CV28
Mario Abi Najem	Instructor/ Lecturer @ the PT department	DPT	Manual Therapy TCM	-Muscle Energy Technique Clinical Reasoning -Passive and active mobilization techniques	Manual Therapy TCM	CV29
Rodrigue Hadchiti	Instructor/ Lecturer @ the PT department	Doctor of Physical Therapy	Master Hypnotist	Hypnotherapy	Hypnotherapy	CV30
Miled Nakhle	Instructor/ Lecturer @ the PT department	Master	Master in Physical Activity and Sport	Advanced Sports Rehabilitation	Sports science	CV31
Wadih Skaff	Instructor/ Lecturer @ the PT department	PhD	Agriculture Engineering Analytical Chemistry Quality	-Statistics -Applied Statistics	Agribusiness insurance	CV32

Charles Khater	Instructor/ Lecturer @ the PT department	Psychology	Physiotherapist	Disability Psychology	Psychology	CV33
Paula Nehme	Instructor/ Lecturer @ the PT department	Master	Engineer in Computer and Telecommunication	Basic computer	Computer science	CV34
Ghassan Akiki	Instructor/ Lecturer @ the PT department	DPT	Cardio- respiratory	Physical therapy management of burns	Cardio- respiratory system	CV35
Hiba Hassouna	Instructor/ Lecturer @ the PT department	DPT in progress	Research Master	Introduction to clinical posturology	Research	CV36
Mona Ibrahim	Instructor/ Lecturer @ the PT department	Ph.D	PhD. in "Sciences and engineering of materials"	Biomaterials, Prosthetics and Orthotics	Biomaterials	CV37
Carole Mounzeir	Instructor/ Lecturer @ the PT department	Master	Human Nutrition	Nutrition	Nutrition	CV38
Elie El Feghali	Instructor/ Lecturer @ the PT department	Master Bachelor of Law	Intellectual and Industrial Property law	Basic Law	Intellectual and Industrial Property law	CV39

Souheil Hallit	Instructor/ Lecturer @ the PT department	PhD in progress Dr. in Pharmacology	Pharmacology Public Health	Foundations of Education & Health Promotion	Public Health	CV40
Nathalie Reaidy	Instructor/ Lecturer @ the PT department	Master	Physical Activity and Sports	Diagnostic Procedures for Rehabilitation	Sports Science	CV41
Lisa Freih	Instructor/ Lecturer @ the PT department	DPT in Progress Master	Manual Therapy	-Alternative medicine - Electrotherapy -Alternative medicine	Electrotherapy	CV42

Template for recording the profile of clinical supervisors

Clinical Faculty member	Position	Highest degree	Education background	Hospital/Clinic	Area/s of clinical supervision	Hyperlink to CV
Charbel Najem	Clinical Education Coordinator	DPT in progress Master	- Physical Therapy - Osteopathy and Manual Therapy	Practicum I to VI	Neurology, musculoskeletal rehabilitation, pediatrics, geriatrics, sports injury, pulmonary, cardiopulmonary, anatomy pathology and general practice	
Rafka Abi Saad	-Clinical Education/Coordinator Supervisor	DPT in progress Master	- Physical Therapy - Osteopathy and Manual Therapy	Practicum I to VI	Neurology, musculoskeletal rehabilitation, pediatrics, geriatrics, sports injury, pulmonary, cardiopulmonary, anatomy pathology and general practice	
Ziad JABBOUR	Training Supervisor	Master	-Physical therapy. -Manual therapy and osteopathy.	Practicum I to VI	Neurology, musculoskeletal rehabilitation, pediatrics, geriatrics, sports injury, pulmonary and general practice	Click here to enter text.
Lisa Freih	Training Supervisor	DPT in Progress	Manual Therapy	Practicum I to VI	Neurology, musculoskeletal rehabilitation, pediatrics,	

		Master			geriatrics, sports injury, pulmonary, cardiopulmonary and general practice	
Takla Hamzo	Training Supervisor	Master	Research Master	Practicum I to VI	Neurology, musculoskeletal rehabilitation, pediatrics, geriatrics, sports injury, pulmonary, cardiopulmonary, anatomy pathology and general practice	
Dany Fayad	Training Supervisor	BSc	Physical Therapy	Practicum I to VI	Neurology, musculoskeletal rehabilitation, pediatrics, geriatrics, sports injury, pulmonary, cardiopulmonary, anatomy pathology and general practice	
Pierre Kamle	Training Supervisor		-Physical Therapy - Neurology - Pedagogy -Sport Physiology and Rehabilitation	Practicum I to VI	Neurology, musculoskeletal rehabilitation, pediatrics, geriatrics, sports injury, pulmonary, cardiopulmonary, anatomy pathology and general practice	

Charbel Habib	Training Supervisor	DPT	- Research in Physical Therapy - Physical Therapy - Osteopathy and Manual Therapy	Practicum I to VI	Neurology, musculoskeletal rehabilitation, pediatrics, geriatrics, sports injury, pulmonary, cardiopulmonary, anatomy pathology and general practice	
Cynthia Saba	Training Supervisor	DPT	-Physical Therapy -Manual Therapy - Education - Mediation	Practicum I to VI	Neurology, musculoskeletal rehabilitation, pediatrics, geriatrics, sports injury, pulmonary, cardiopulmonary, anatomy pathology and general practice	

Appendix B: Schedule for the site visit

Click here to enter text.

**Professor Scott Ward & Dr Louisa Remedios
Accreditation Meetings
Université Antonine, Lebanon
12 – 13 February 2017**

Date and time	Activity	Notes
Arrival		
Arrival Scott Ward	Date: 10 th February 2018 Arrival time: 18:55 Flight #: AF 5106 Location: Beirut International Airport	Scott Ward: +801 581-4895
Arrival Louisa Remedios	Date: 10 th February 2018 Arrival time: 11:25 Flight #: QR 416 Location: Beirut International Airport	Louisa Remedios: +61 0430-583-835
Transport from airport	Name and phone	
Hotel name and contact details:	Lancaster Tamar Boulevard General Emile Lahoud Beirut, Lebanon Phone: 961-5458-000 Fax: 961-5958-000	
Contact names and mobile numbers at university	Names and phone	
University details:	Université Antonine Faculty of Public Health Department of Physical Therapy Baabda, Lebanon	
Departure		
Departure Scott Ward	Date: 15 th February 2018 Departure time: 02:05 Flight #: AF 5015 Location: Beirut International Airport	

Date and time	Activity	Notes
Departure Louisa Remedios	Date: 14 th February 2018 Departure time: 14:35 Flight #: QR 4901 Location: Beirut International Airport	

Schedule of meetings and visits

Programme: Day 0	
11 th February 2018	
Time and venue	Activity
	Review team members meet to prepare for the review

Programme: Day 1		
12 th February 2018		
Time and venue	Activity	Education staff present
08:00 – 08:30	Departure from Hotel to University	Means of transport
08:30 – 09:00	Welcome by Vice Chancellor Office.	Tour led by:
09:30 – 10:00	Meeting with the Dean/Senior Academic and Programme Head to discuss the broad issues, the programme in general and the plan for the visit Director,	Tour led by:
10:00 – 11:00	Meeting with Senior staff and the programme Head to discuss aspects of the curriculum	Tour led by:
11:00 – 12:00	Meeting with Advisory Committee, senior staff and Head of student admissions	Tour led by:
12:00 – 13:00	Meet with students and recent graduates, and student advisors	Tour led by:
13:00 – 14:00	Lunch	
14:00 – 15:00	Tour of facilities to support scholarship/research of faculty.	Tour led by:

	Including classrooms, study spaces, library, labs, computer facilities, biomedical sciences e.g. anatomy. Skills lab etc	
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Programme: Day 2		
13th February 2018		
Time and venue	Activity	Education staff present
08:00 – 08:30	Departure from Hotel to University	Means of transport
8:30 – 11:00	Tour of clinical education sites, placement area, opportunity to speak with clinical supervisors	Tour led by:
11:00 – 12:00	Meet with Clinical education site instructors and individual members of faculty.	Tour led by:
12:00 – 13:00	Lunch	
13:00 – 15:30	Report writing time	<i>Location</i>
15:30 – 16:30	Feedback from the review panel on key points to the programme head and senior academics/Faculty leaders	Location
16:30 – 17:00	Presentation / informal overview of findings to the programme head and faculty	Location

Appendix C: Key personnel present at scheduled meetings

Programme Day 1: 12 th February		
Time and Venue	Activity	Staff present
08:30 – 09:00	Welcome by Vice Chancellor Office.	Tour led by: Dr.Charbel Habib, DPT Rector: R ^{evd} Father Michel Jalakh Dean: Dr. Gaby Moukarzel, MD Director: M. Elie Akoury, MPT
09:30 – 10:00	Meeting with the Dean/Senior Academic and Programme Head to discuss the broad issues, the programme in general and the plan for the visit Director,	Tour led by: Dr.Charbel Habib, DPT Dean: Dr. Gaby Moukarzel, MD Director: M. Elie Akoury, MPT
10:00 – 11:00	Meeting with Senior staff and the programme Head to discuss aspects of the curriculum	Tour led by: Dr.Charbel Habib Dean: Dr. Gaby Moukarzel, MD Director: M. Elie Akoury, MPT Zahle Branch Director: Dr. Elie Sakr, DPT Mejdlaya Branch Director: M. Pierre Kamle, MPT Faculty Council Representative: Dr. Charbel Habib, DPT Curriculum Committee Representative: Dr. Cynthia Saba, DPT
11:00 – 12:00	Meeting with Advisory Committee, senior staff and Head of student admissions	Tour led by: Dr. Charbel Habib, DPT Director: M. Elie Akoury, MPT Vice rector for academic affairs and research: Prof. Nidaa Abou Mrad, PhD Head of Admissions: M. Fady Khoury Zahle Branch Director: Dr. Elie Sakr, DPT Mejdlaya Branch Director: M. Pierre Kamle, MPT Clinical Education Director/Coordinator : M. Charbel Najem, MPT Senior staff: Dr. Charbel Habib, DPT Dr. Cynthia Saba, DPT
12:00 – 13:00	Meet with students and recent graduates, and student advisors	Tour led by: Dr. Charbel Habib, DPT Student Advisors: M. Elie Akoury, MPT Dr. Cynthia Saba, DPT M. Charbel Najem, MPT Dr. Charbel Habib, DPT Mrs. Rafka Abi Saad, MPT Recent graduates: Miss. Emanuelle Lattouf M. Carlo Karam M. Michel Abou Malham Miss. Maria Karam Students: <i>First year:</i> Miss Marguerita Mansour M. Jad Srour M. Said Yehia <i>Second year:</i>

		Miss. Valerie Eccho M. Elias Nasrullah M. Mickeal El Achek <i>Third year:</i> Miss. Kristy Saade Miss. Serena Abou Asli M. Elio Boutros <i>Fourth Year:</i> Miss. Maysa Al Hakim Miss. Perla Kachouh M. Shaheen El Sayegh
13:00 – 14:00	Lunch	
14:00 – 15:00	Tour of facilities to support scholarship/research of faculty. Including classrooms, study spaces, library, labs, computer facilities, biomedical sciences e.g. anatomy. Skills lab etc	Tour led by: Dr. Charbel Habib, DPT Director: M. Elie Akoury, MPT M. Jean Kassab M. Maurice El Rami
15.00-15.45	Meeting with clinical educators and site instructors and members of faculty	Clinical education site instructors and individual members of faculty: M. Charbel Najem, MPT Dr. Charbel Habib, DPT Dr. Cynthia Saba, DPT Mrs. Lisa Freih, MPT M. Ziad Jabbour, MPT Mrs. Rafka Abi Saad, MPT
Programme Day 2, 13th February 2018		
8:45 – 11:30	Tour of clinical education sites, placement area, opportunity to speak with clinical supervisors Meet with Clinical education site instructors and individual members of faculty.	Tour led by: M. Elie Akoury, MPT Dr. Charbel Habib, DPT 1. Bhannes Hospital visit (8:45 – 10:00) Clinical supervisor: Dr. Roger Saade, DPT 2. American University of Beirut Medical Center (AUBMC) visit: (10:45 – 11:30) Head of physical Therapy Department: Dr. Claude Maroun, DPT
12.00-13.00	Lunch	
13:00 – 15:30	Report writing time	Building B PT department, 2 nd floor Room B.2.2
15:30 – 16:30	Feedback from the review panel on key points to the programme head and senior academics/Faculty leaders	Elie Akoury, Charbel Habib, Pierre Kamle Cynthia Saba
16:30 – 17:00	Presentation / informal overview of findings to the programme head and faculty	Charbel Najem, Charbel Habib,

Appendix D: Students and clinical education site instructors present

See table above

Appendix E: List of documents supplied

Pre visit

Documents contained in the submitted Evaluation Report and included materials.

Requirement 1 and evidence

Requirement 2 and evidence

Requirement 3 and evidence

Requirement 4 and evidence

Requirement 5 and evidence

Requirement 6 and evidence

Syllabi

List of staff and CV

On site

Examples of completed academic Advising form was reviewed on site.

Clinical sites available at the Zahle and Mejdalaya campuses (attached).

Organizational chart including the connection of the Zahle and Mejdalaya campuses to the department (attached).