

APPENDIX 1: FACULTY SURVEY

COURSE IDENTIFICATION

1. Please select your university affiliation.
 - a) Dalhousie University
 - b) McGill University
 - c) McMaster University
 - d) Queen's University
 - e) University of Alberta
 - f) University of British Columbia
 - g) Université Laval
 - h) University of Manitoba
 - i) Université de Montréal
 - j) University of Ottawa
 - k) University of Saskatchewan
 - l) Université de Sherbrooke
 - m) University of Toronto
 - n) Western University
 - o) Université du Québec à Chicoutimi
2. How many courses do you teach that have the advocate role as a course outcome? *(Please note that you must be the person responsible for the entire course, i.e., the course director.)*

For each course, please provide:

 - a) the name of the course
 - b) whether or not the course is mandatory for all students
 - c) at which moment the course is given in the curriculum (year, term, student level)

THE ADVOCATE ROLE – ENABLING COMPETENCIES

The following section aims to identify which enabling competencies are covered in each of your courses. We have broken down the enabling competencies, which have many elements, to explore more specifically what is covered.

3. Please indicate to what degree each competency is covered: “not covered,” “briefly covered,” or “covered” AND whether the competency is “assessed.”
 - a) Collaborates with clients and other care providers to understand, identify, and promote the health and physiotherapy needs and concerns of CLIENTS – i.e., actions targeting an individual client.
 - b) Collaborates with clients and other care providers to understand, identify, and promote the health and physiotherapy needs and concerns of CLIENT POPULATIONS – i.e., actions targeting a group of patients from a similar population (e.g., campaign).
 - c) Speaks out on health issues identified by clients.
 - d) Together with other health care providers/team members, empowers clients to speak on their own behalf.
 - e) Understands the limits and opportunities in the practice setting to address health issues.
 - f) Works collaboratively to develop strategies to optimize client care.
 - g) Identifies the determinants of health of CLIENTS – i.e., for one individual client.
 - h) Identifies the determinants of health of CLIENT POPULATIONS – i.e., a group of patients from a similar population.
 - i) Understands factors that act as barriers to accessing services and resources.
 - j) Describes the role of the physiotherapy profession in advocating for health and safety.
 - k) Uses opportunities to communicate the role and benefits of physiotherapy to enhance the health of INDIVIDUALS – i.e., for an individual client – including health promotion and disease prevention.

- l) Uses opportunities to communicate the role and benefits of physiotherapy to enhance COMMUNITY HEALTH – i.e., groups of individuals living in the community surrounding your health institution – including health promotion and disease prevention.
- 4. Do you have any comments regarding the enabling competencies that are related to the advocate role?
- 5. Do you cover other topics that, according to you, aim to develop the advocate role?
 - a) Yes. Please specify a brief description or list of covered topics.
 - b) No

GENERAL TEACHING AND ASSESSMENT STRATEGIES

- 6. What educational strategies do you use to TEACH the advocate role to your students? *(Please note that this question addresses all of your courses.)*
 - a) Lectures
 - b) Patient testimonies
 - c) Simulations (can be with standardized patients or with other students)
 - d) Interaction with real patients within the community (e.g., internship or field day)
 - e) Volunteer work. Please specify:
 - f) Community project (e.g., awareness campaign). Please specify:
 - g) Group workshop (e.g., interprofessional collaboration workshop). Please specify:
 - h) Case study
 - i) Debate
 - j) Readings
 - k) Movies
 - l) Other. Please specify:
- 7. What educational strategies are used to ASSESS the advocate role? *(Please note that this question addresses all of your courses.)*
 - a) Internship report
 - b) Case presentation
 - c) Oral presentation
 - d) Essay
 - e) Exam
 - f) Standardized tool. Please specify:
 - g) Self-assessment
 - h) Portfolio
 - i) Observed structured clinical encounter
 - j) Observed encounter with a real patient
 - k) Individual meeting (debriefing)
 - l) Other. Please specify:

FACILITATORS, BARRIERS, AND SOLUTIONS

The following section aims to identify which factors influence your experience of teaching and assessing the advocate role. We are looking to identify facilitators and barriers at a personal, university, or professional level. To give you an idea of elements to consider for each of these levels, some examples of subjects are provided from our literature review, acting as functional definitions: (1) personal – i.e., relating to your own knowledge, values, or personal/professional experiences; (2) university – i.e., relating to your university or program; (3) professional – i.e., relating to the physiotherapy profession or its supporting organizations; and (4) other – i.e., any other element that may influence your experience. Note that this is a non-exhaustive list of subjects, so feel free to add anything that may be missing.

- 8. What factors act as a facilitator to teaching and assessing the advocate role?
- 9. What factors act as a barrier to teaching and assessing the advocate role?

10. Do you have any solutions or suggestions to counteract the above-mentioned barriers? *Depending on the type of barriers mentioned above, your suggestions may be specific to yourself or your university program OR they may be broader (i.e., targeting the profession as a whole).*
11. In conclusion, do you have any comments regarding the advocate role or this survey?