

APPENDIX 2: COORDINATOR SURVEY

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

THIS SECTION AIMS TO IDENTIFY THE SUPPORT GIVEN TO CLINICAL SUPERVISORS REGARDING TEACHING AND ASSESSING THE ADVOCATE ROLE DURING CLINICAL PLACEMENTS.

2. Do you offer training to clinical supervisors to prepare them to supervise the physiotherapy students from your university? (*Note that we are referring to general training – i.e., not specifically related to the advocate role.*)
 - a) Yes
 - b) No
3. Is the training mandatory – i.e., do supervisors have to follow this training before being allowed to supervise physiotherapy students?
 - a) Yes
 - b) No
4. Does the training cover specific content on how to TEACH the advocate role during clinical placements?
 - a) Yes. Please specify a brief description of content and/or format used (e.g., documentation, simulation, presentation) in this section of the training session.
 - b) No
5. Does the training cover specific content on how to ASSESS the advocate role during clinical placements?
 - a) Yes. Please specify a brief description of content and/or format used (e.g., documentation, simulation, presentation) in this section of the training session.
 - b) No
6. Do supervisors specifically ASSESS the advocate role during the clinical placement (e.g., placement report)?
 - a) Yes
 - b) No
7. Are supervisors provided with a specific tool to guide them in their ASSESSMENT of the advocate role in their students?
 - a) Yes. Please specify the name of the standardized instrument or brief description of the tool provided.
 - b) No

THIS SECTION AIMS TO IDENTIFY HOW YOU ASSESS, AS CLINICAL COORDINATORS, THE ADVOCATE ROLE IN YOUR STUDENTS.

8. How do you identify that students have reached the minimum threshold required for the role of advocate, at the end of all of their clinical placements – i.e., at the end of their studies?

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.

9. What factors act as a facilitator to teaching and assessing the advocate role?
10. What factors act as a barrier to teaching and assessing the advocate role?
11. 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.)*
12. In conclusion, do you have any comments regarding the advocate role or this survey?