

Supplementary material

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Appendix 1: Full questionnaire

Exploration of Local Work Rehabilitation Curricula

Welcome Message:

The aim of this survey is to get a comprehensive understanding of how work rehabilitation-related content and pre-identified work rehabilitation competencies might be integrated within your physiotherapy (PT) program's pre-licensure curricula.

When using the term **work rehabilitation-related content**, we are referring to course objectives, principles, or concepts that students are exposed to that help them develop knowledge, skills, attitudes, beliefs and practice behaviors specific to work rehabilitation and work disability management aimed at **helping injured workers to stay at work or return to work** (e.g., CNESST patients), across all relevant physiotherapy domains (i.e., not limited to musculoskeletal conditions).

While completing the survey, please keep in mind that we are focusing on **mandatory** content, please only include content that students are required to learn. For example, do not include information regarding clinical rotations as it is not possible to ensure that all students receive the same training. Additionally, you don't have to be the person teaching the content to complete the survey as we understand that the material can be taught by multiple individuals. Our goal is to ensure that we have comprehensive data that accurately represents the work rehabilitation curricula.

You will be asked to answer questions in relation to 7 work rehabilitation competencies. These competencies were developed following a review of the scientific literature, feedback from people with lived experience and multiple rounds of discussion among the research team members. You can download a summary of these competencies by clicking on the following hyperlink: [Competencies](#).

This survey should take around 90 minutes of your time and will explore in detail what mandatory work rehabilitation-related content is taught in your program as well as how it is taught and assessed. More specifically, the survey is divided into 4 sections:

1. A high-level overview of how work rehabilitation is integrated within your entry-level PT program
2. An overview of how the Quebec workers' compensation system within the context of work rehabilitation is integrated within your entry-level PT program
3. A detailed description of how each work rehabilitation competency is integrated within your entry-level PT program
4. Your perceptions regarding work rehabilitation-related content in your entry-level PT program

You do not need to complete this survey in one sitting, you will be able to save your answers and come back to where you left off. Feel free to consult other colleagues involved in teaching work rehabilitation-related content in your PT program. You will also have the

option to upload relevant documents that contain some of the requested information to be reviewed by the research team to facilitate data collection.

Feel free to reach out to [REDACTED] if you have any questions or comments.

Thank you so much for all your help with this project!

Consent form

[Also to include a link to a PDF copy of the consent form that can be downloaded]

Sociodemographic and general information

Please provide the following information for each person involved in completing the survey.

- Your Full Name(s): (open text)
- Your Position(s): (open text)
- Please briefly describe your role(s) in teaching and/or administrating work rehabilitation-related content in your university PT program (i.e., course/program director, lecturer, academic coordinator, etc.): (open text)
- Please select which university PT program you are referring to in answering the survey: (drop down menu)
- Approximately how many years have you been teaching PTs about work rehabilitation? Please enter the number of years for each person involved in completing the survey (if applicable): (open text)
- Please briefly describe what kind of expertise is involved in teaching work rehabilitation-related content at your university PT program (e.g., practicing clinicians, researchers, clinical educators, person with lived experience of work disability, etc.): (open text)

Section 1: Work rehabilitation-related content within your entry-level PT program

Please keep in mind that we are focusing on **mandatory** courses and content only **unless clearly specified in the question**.

Please describe how work rehabilitation-related content is offered within your program in general? (e.g., stand-alone course dedicated to work rehabilitation, work rehabilitation is addressed in one course that addresses other subjects, or work rehabilitation is addressed in more than one course that also address other subjects, etc.) (open textbox)

For each course(s) that includes work rehabilitation-related content, please provide the courses name, code (with link to the course website if applicable), and approximately when students take the course(s) in their progression through the entry-level PT program (e.g., year, semester). Please also estimate the total of hours dedicated to work rehabilitation related to these courses.

Focus only on **mandatory** courses (i.e., all students are required to complete the course to graduate from the program).

	Course name, code and link	Brief description of how work rehabilitation is integrated in this course.	Program year and semester (e.g., year 2/4, fall semester)	Estimation of the total of hours specifically dedicated to work rehabilitation
Course 1				
Course 2				
Course 3				
Course 4				

Please add any additional detail about how work rehabilitation-related content is integrated within the **mandatory** courses in your entry-level PT program. (open textbox)

Do you have stand-alone **optional "elective"** courses on work rehabilitation-related content in your PT program?

- A. Yes
- B. No

(If Yes)

For each optional stand-alone course(s) that focusses on work rehabilitation-related content, please provide the course(s) name, code (with link to the course website if applicable), and approximately when students have the option to take this course in their progression through the entry-level PT program (e.g., year, semester). Please also specify the total of hours related to these courses and the proportion of students that take the course in the 2023 cohort. This proportion can be a rough estimate.

	Course name, code and link	Program year and semester (e.g., year 2/4, fall semester)	Estimation of the total of hours dedicated to work rehabilitation	Proportion (%) of students that take the course
Course 1				
Course 2				
Course 3				

Option to upload relevant syllabi and other documents

We understand that providing this information may be time-consuming. Our goal is to ensure that we can gather this data in a way that suits you best. If you would like, we are offering you the possibility to upload syllabi and other relevant documents that contain some of the requested information regarding work rehabilitation-related content in your PT program.

Outlined below are three different options, please indicate what works best for you:

- A. I would like to upload current syllabi and other relevant documents directly into this survey that include relevant information so that a member of the research team can gather this information on my behalf (you will have a chance to verify this work).
- B. I would like a member of the research team to contact me to sort out an alternate option for providing this data.
- C. I don't feel the need to provide additional document as I believe I can provide all the relevant information directly within this survey.

(Response option A)

Please provide your contact information so we can contact you to verify the information we gathered from your syllabi. (open textbox)

(Response option B)

Please provide your contact information so we can contact you to sort out the best way for you to provide us the required information. (open textbox)

*Please choose only one of the following option. If you are unsure of what would work best for you, please don't hesitate to contact [REDACTED] to find the best way for you to provide the required information.

Section 2: Quebec workers' compensation system-related content within your entry-level PT program

The Quebec workers' compensation system (e.g., CNESST) play a significant role in the management of injured workers by PTs. Providing rehabilitation care to workers covered by this system comes with specific nuances and unique challenges (e.g., collaborating with multiple stakeholders, legal knowledge about this system). The following section explores how your PT program addresses content specific to the Quebec workers' compensation system in the context of work rehabilitation. Please keep in mind that we are focusing on **mandatory** content only.

Please describe how content related to the Quebec workers' compensation system in the context of work rehabilitation is offered within your program in general? (e.g., stand-alone course dedicated to workers' compensation system, workers' compensation system is addressed in one course that addresses other subjects, workers' compensation system is addressed in more than one course that also address other subjects, or workers' compensation system is not addressed in my program, etc.) (open textbox)

For each course(s) that includes content specific to the Quebec workers' compensation system in the context of work rehabilitation, please provide the courses name, code (with link to the course website if applicable), and approximately when students take the course(s) in their progression through the entry-level PT program (e.g., year, semester). Please also estimate the total of hours specifically dedicated to content related to the workers' compensation system in these courses.

Focus only on **mandatory** courses (i.e., all students are required to complete the course to graduate from the program).

	Course name, code and link	Brief description of how content specific to the workers' compensation system is integrated in this course.	Program year and semester (e.g., year 2/4, fall semester)	Estimation of the total of hours specifically dedicated to content related to the workers' compensation system

Course 1				
Course 2				
Course 3				
Course 4				

Please add any additional detail about how content specific to the workers' compensation system in the context of work rehabilitation is integrated within the **mandatory** courses in your entry-level PT program. (open textbox)

Section 3: Work rehabilitation competencies covered in your entry-level PT program

Work rehabilitation competencies

This list provides an overview of the 7 physiotherapy work rehabilitation competencies.

Please select all the competencies that you cover in your PT program. If you are unsure about a competency, please select it as you will be given the opportunity to share your comments via an open-text box.

1. Use a person-centered approach that fosters trust and supports the worker's autonomy
2. Recognize and address psychosocial needs and barriers related to the person's work ability
3. Partner with the worker in setting, progressing and adapting rehabilitation goals and interventions that reflect their perceptions, needs and values in relation to his/her work ability
4. Discuss job tasks and context with the person and assess their capacity for work
5. Communicate and collaborate with relevant stakeholders to coordinate services and to meet the worker's rehabilitation goals
6. Support the worker in understanding and navigating relevant compensation systems.
7. Facilitate a safe, sustainable, and timely return to work in accordance with the perceptions, needs, and values of the worker.

*Questions for each of the **selected** competencies only.*

Competency X: Short Title

Content

What mandatory content is taught in relation to this competency?

As a reminder, the term **content** refers to important course objectives, principles, or concepts that students are exposed to, regarding knowledge, skills, attitudes or values, throughout the curriculum of your program.

Please only include **content** that students are **required** to learn in your PT program. (open text)

Learning outcomes

What learning outcomes are used to cover this competency? (e.g., knowledge, skills, attitudes or values that students are expected to acquire at the end of the course and/or program)

Please provide details as needed. (open text)

Teaching/Learning Activities

What teaching strategies and/or learning activities are used to cover this competency? (e.g., lectures, case study, simulation-based learning, etc.)

Please provide details as needed. (open text)

According to you, what would be the optimal teaching strategies and/or learning activities to cover this competency? (e.g., lectures, case study, simulation-based learning, etc.)

Please provide details as needed. (open text)

Assessment

What assessment strategies are used to cover this competency? (e.g., practical exams, written assessment, presentations, etc.)

Please provide details as needed. (open text)

According to you, what would be the optimal assessment strategies to cover this competency? (e.g., practical exams, written assessment, presentations, etc.)

Please provide details as needed. (open text)

Additional questions

Is this competency covered in your program but not directly in relation to work rehabilitation? (e.g., teaching on psychosocial drivers of disability but not specifically for injured workers)

A. Yes

B. No

(IF response option “Yes”)

Please elaborate on why and how this competency is covered in your program but not directly related to work rehabilitation? (open text)

Please feel free to share any comments you might have about this competency. (open textbox)

The above listed questions would repeat for each competency selected

Section 4: Perceptions on work rehabilitation-related content in your entry-level PT program

The following section explores your perception on how prepared students are to meet entry-to-practice level for each competency, based on the mandatory content covered in your program. We are also interested in your perception regarding your level of confidence in teaching work rehabilitation content and your thoughts on the ideal content to this topic that should be included in entry-level PT programs.

To what extent do you believe students are prepared to meet entry-to-practice level for each competency, based on the mandatory content covered in your program?

	Not at all prepared to meet entry-to-practice level	Slightly prepared to meet entry-to-practice level	Mostly prepared to meet entry-to-practice level	Fully prepared to meet entry-to-practice level	I don't know
Competency 1					
Competency 2					
Competency 3					
Competency 4					
Competency 5					
Competency 6					
Competency 7					

How confident are you in your ability to teach work rehabilitation-related content in your entry-level PT program, specifically regarding the 7 identified work rehabilitation competencies?

- A. Not confident at all
- B. Slightly confident
- C. Moderately confident
- D. Confident
- E. Very confident

Based on your experience in teaching work rehabilitation-related content, how much time should be dedicated to work rehabilitation-related content in your PT program for graduates to meet entry-to-practice level **compared to now**?

- A. A lot more
- B. A bit more
- C. Just about right/same amount
- D. A bit less
- E. A lot less

We would like to know your opinion on the ideal curriculum for work rehabilitation in entry-level PT programs. Please describe your ideal curriculum in terms of total class time, credits, content, and any other important aspects you believe should be included. (open textbox)

Appendix 2: CROSS checklist

Checklist for Reporting Of Survey Studies (CROSS)

Section/topic	Item	Item description	Reported on page #
Title and abstract			
Title and abstract	1a	State the word “survey” along with a commonly used term in title or abstract to introduce the study’s design.	1
	1b	Provide an informative summary in the abstract, covering background, objectives, methods, findings/results, interpretation/discussion, and conclusions.	3
Introduction			
Background	2	Provide a background about the rationale of study, what has been previously done, and why this survey is needed.	5-7
Purpose/aim	3	Identify specific purposes, aims, goals, or objectives of the study.	6-7
Methods			
Study design	4	Specify the study design in the methods section with a commonly used term (e.g., cross-sectional or longitudinal).	8
Data collection methods	5a	Describe the questionnaire (e.g., number of sections, number of questions, number and names of instruments used).	9-11
	5b	Describe all questionnaire instruments that were used in the survey to measure particular concepts. Report target population, reported validity and reliability information, scoring/classification procedure, and reference links (if any).	9-11
	5c	Provide information on pretesting of the questionnaire, if performed (in the article or in an online supplement). Report the method of pretesting, number of times questionnaire was pre-tested, number and demographics of participants used for pretesting, and the level of similarity of demographics between pre-testing participants and sample population.	9-10
	5d	Questionnaire if possible, should be fully provided (in the article, or as appendices or as an online supplement).	Appendix 1
	6a	Describe the study population (i.e., background, locations, eligibility criteria for participant inclusion in survey, exclusion criteria).	9
Sample characteristics	6b	Describe the sampling techniques used (e.g., single stage or multistage sampling, simple random sampling, stratified sampling, cluster sampling, convenience sampling). Specify the locations of sample participants whenever clustered sampling was applied.	9
	6c	Provide information on sample size, along with details of sample size calculation.	N/A
	6d	Describe how representative the sample is of the study population (or target population if possible), particularly for population-based surveys.	9-10

Survey administration	7a	Provide information on modes of questionnaire administration, including the type and number of contacts, the location where the survey was conducted (e.g., outpatient room or by use of online tools, such as SurveyMonkey).	11
	7b	Provide information of survey's time frame, such as periods of recruitment, exposure, and follow-up days.	11
		Provide information on the entry process:	N/A
	7c	→For non-web-based surveys, provide approaches to minimize human error in data entry. →For web-based surveys, provide approaches to prevent "multiple participation" of participants.	
Study preparation	8	Describe any preparation process before conducting the survey (e.g., interviewers' training process, advertising the survey).	11
Ethical considerations	9a	Provide information on ethical approval for the survey if obtained, including informed consent, institutional review board [IRB] approval, Helsinki declaration, and good clinical practice [GCP] declaration (as appropriate).	9
	9b	Provide information about survey anonymity and confidentiality and describe what mechanisms were used to protect unauthorized access.	N/A
Statistical analysis	10a	Describe statistical methods and analytical approach. Report the statistical software that was used for data analysis.	11-12
	10b	Report any modification of variables used in the analysis, along with reference (if available).	n/a
	10c	Report details about how missing data was handled. Include rate of missing items, missing data mechanism (i.e., missing completely at random [MCAR], missing at random [MAR] or missing not at random [MNAR]) and methods used to deal with missing data (e.g., multiple imputation).	N/A
	10d	State how non-response error was addressed.	n/a
	10e	For longitudinal surveys, state how loss to follow-up was addressed.	
	10f	Indicate whether any methods such as weighting of items or propensity scores have been used to adjust for non-representativeness of the sample.	n/a
	10g	Describe any sensitivity analysis conducted.	n/a

Results

Respondent characteristics	11a	Report numbers of individuals at each stage of the study. Consider using a flow diagram, if possible.	14
	11b	Provide reasons for non-participation at each stage, if possible.	n/a
	11c	Report response rate, present the definition of response rate or the formula used to calculate response rate.	14

Descriptive results	11d	Provide information to define how unique visitors are determined. Report number of unique visitors along with relevant proportions (e.g., view proportion, participation proportion, completion proportion).	n/a
	12	Provide characteristics of study participants, as well as information on potential confounders and assessed outcomes.	14
	13a	Give unadjusted estimates and, if applicable, confounder-adjusted estimates along with 95% confidence intervals and p-values.	n/a
Main findings	13b	For multivariable analysis, provide information on the model building process, model fit statistics, and model assumptions (as appropriate).	n/a
	13c	Provide details about any sensitivity analysis performed. If there are considerable amount of missing data, report sensitivity analyses comparing the results of complete cases with that of the imputed dataset (if possible).	n/a
Discussion			
Limitations	14	Discuss the limitations of the study, considering sources of potential biases and imprecisions, such as non-representativeness of sample, study design, important uncontrolled confounders.	26-27
Interpretations	15	Give a cautious overall interpretation of results, based on potential biases and imprecisions and suggest areas for future research.	22-25
Generalizability	16	Discuss the external validity of the results.	26-27
Other sections			
Role of funding source	17	State whether any funding organization has had any roles in the survey's design, implementation, and analysis.	29
Conflict of interest	18	Declare any potential conflict of interest.	29
Acknowledgements	19	Provide names of organizations/persons that are acknowledged along with their contribution to the research.	1