



Committee for the Evaluation of Physical Therapy Studies

Tel Aviv University
The Department of Physical Therapy

Evaluation Report

December 2007

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Chapter 1- Background

At its meeting on March 8, 2005 the Council for Higher Education (CHE) decided to evaluate study programs in the field of Physical Therapy during the academic year 2005-2006.

Following the decision of the CHE, the Minister of Education, who serves ex officio as the Chairperson of the CHE, appointed a committee consisting of:

- ***Prof. Stuart Binder-Macleod***- Department of Physical Therapy, University of Delaware, Newark, Delaware, U.S.A, Committee Chairman
- ***Prof. Ruth Dickstein***- Department of Physical Therapy, Haifa University
- ***Prof. Steven H. Tepper***- Division of Physical Therapy, Shenandoah University, Winchester, Virginia, U.S.A
- ***Dr. Margaret Yekutiel***- Department of Physical Therapy, Ben-Gurion University of the Negev (Emeritus).

Ms. Alisa Elon- Coordinator of the committee on behalf of the Council for Higher Education.

Within the framework of its activity, the committee was requested to:

1. Examine the self-evaluation reports, which were submitted by institutions that provide study programs in Physical Therapy, and hold on-site visits to those institutions.
2. Present the CHE with final reports for the evaluated academic units and study programs - a separate report for each institution, including the committee's findings and recommendations, together with the response of the institutions to the reports.
3. To submit to the CHE a report regarding its opinion of the examined field of study within the Israeli system of higher education. The committee will submit a separate report to the CHE in this matter.

The committee's Terms of Reference document is attached as **Appendix 1**.

The first stage of the quality assessment process consisted of self-evaluation by the institutions. This process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2005) and on the basis of the Specific Questions for the Field of Physical Therapy which were compiled by the committee.

Chapter 2-Committee Procedures

The committee held its first meeting on 20.3.06 during which it discussed fundamental issues concerning Physical Therapy study programs in Israel and its quality assessment activity.

In June-July 2006 the committee members received the self-evaluation reports.

During January 2007 the committee members conducted a two or three-day visit to each of the institutions offering study programs in the field under examination as well as to their clinical training centers.

During the visits, the committee met with the relevant officials within the organizational structure of each institution, as well as faculty and students.

In accordance with the committee's request, the institution publicized in advance details of the committee's upcoming visit and it invited academic staff members, administrative staff and students to meet with the committee in order to sound out their opinions of the Physical Therapy study programs offered at the institution.

This report deals with the Physical Therapy Department at the Tel Aviv University.

The committee's visit to the Tel Aviv University took place on January 8, 9 and 10, 2007. The schedule of the visit, including the list of participants representing the institution, is attached as **Appendix 2**.

The committee members thank the management of the Institution and the Department of Physical Therapy for their self-evaluation report and for their hospitality towards the committee during its visit.

Chapter 3- Evaluation of the Physical Therapy Department at Tel-Aviv University

Background

Tel-Aviv University was established in an ongoing process beginning in the 1950's. In 1969 it gained full recognition from the CHE.

The total number of students at Tel-Aviv University is about 29,000.

The Physical Therapy (PT) Department began to operate in 1978.

In 1982, "Graduate of Physical Therapy" degree (Bachelor of PT, BScPT) was awarded for the first time by Tel Aviv University. In 1997 an MSc program for physical therapists holding a BPT (or equivalent) degree was accredited by the CHE. Since 2005 the Department has also offered a study track leading to the MSc PT degree without thesis.

The Physical Therapy Department operates within the framework of the Stanley Steyer School of Health Professions.

In 2005 the total number of Physical Therapy students studying towards a BPT was 411 and towards an MSc PT degree was 64.

We would like to note, that although two academic programs (BPT and the MScPT) were reviewed during our three day visit, much more of our time and energy went into the review of the entry level BSc program in physical therapy than the MSc program. Hence, although both programs were reviewed, most of the following comments will be directed toward the entry level training of physical therapist at Tel Aviv University (TAU) and its affiliated Schools.

Following a careful review of the unit's self-study document and a productive three day site visit, the committee was very impressed with the quality of both academic programs that were under review. The mission and goals of both the BPT and MSc program in physical therapy are clearly stated and aligned with the mission of the academic unit and needs of the country to have a well qualified cohort of professionally trained physical therapists available to serve the rehabilitation needs of the country. The Department does an excellent job of training physical therapists that are able to practice at a high level.

There were many strengths and relatively few weaknesses noted for both programs reviewed.

Strengths

*We agree with the unit's self-study report that their **strengths** include:*

1) Quality of the faculty - The University is commended for the high quality of the faculty. In particular, the committee is very impressed with the fact that seven of the eight 100% senior level faculty and four of the junior level faculty member have PhDs. There is a sufficient number of faculty members who represent a nice distribution by rank and breadth of fields needed.

Staff members were updated in their respected fields. The number of articles published each year in international journals by the core faculty of the PT department is appropriate given the percentage effort allocated to each faculty member to conduct research.

The students and clinical instructors were extremely pleased with their relationship with the current faculty. In general, the faculty seems very congenial and collegial. They all work for the common good of the students and the profession of physical therapy. They are extremely dedicated.

2) Scope and quality of research - There are excellent facilities available to faculty and students for conducting research. In all cases, faculty members have developed facilities that are state-of-the-art and comparable to facilities found anywhere else in the world. Faculty members within the department have a large number of publications in high quality journals that are most appropriate for the audience that they are trying to reach. Also to be commended is the 32 research grants awarded to the faculty over the past five years. These accomplishments are even more impressive given the high teaching load required of each PT faculty member at TAU.

3) Teaching - Faculty members in both the University and the two Schools (Tel HaShomer and Asaf HaRofe) are all committed to the training of outstanding PT students. All faculty members are accessible to the students and are generally viewed as

content experts by the students. In addition, the students appreciate their close professional relationships with the faculty. The students feel well prepared by the academic faculty for their clinical rotations and ultimate entry into the workforce.

4) Students - The committee was impressed with the quality of the BSc students that we met. Although obviously stressed by the need for many of the students to work in outside jobs, the students, who represented all four classes, were very enthusiastic about the program and the PT profession.

The program is to be commended for the high number of qualified applicants (600- 800 applicants per year), the low attrition rate of the bachelor's degree students, and the outstanding graduates. The number of graduates receiving honors is commendable.

5) Training of clinical instructors – The committee was impressed with the leadership role that the Tel Aviv University faculty has taken in the training of clinical instructors. These efforts have resulted in the standardization of the training of clinical instructors that serve all four PT programs within the country. We believe that this system can serve as a model for other countries around the world.

6) Social responsibility – The committee commends the efforts of the department regarding their affirmative action policies and recent admission of three blind students.

7) Library – We agree with the report that the library facilities that are available to the students and University faculty are excellent.

In addition to the above strength noted within the self-study report, the committee would like to note additional strengths of the two programs of study offered at TAU in physical therapy. Specifically, the committee would like to note that the BSc in Physical Therapy is a comprehensive program that provides students with the entry level knowledge and skills needed to practice effectively in all practice setting. Students are provided with the tools and skills to be life long learners. The current curriculum for the BPT program is

updated yearly with major revisions made by the curriculum (teaching) committee. The curriculum is well described in the self evaluation report.

The Department of Physical Therapy should be congratulated for each of the above accomplishments.

Weaknesses:

We agree with the unit's self-study report that their **weaknesses** include:

1) Places for clinical practice – The Department cannot place all of their students in the proper high-quality clinical affiliations. There are not enough clinical sites to adequately train the current number of students. This has resulted in a delay in the placement of students into their first clinical affiliation. The Department previously sent students out for their first full-time clinical experience during the students' second year of study; now they need to wait until the students' third year of training. In addition, the Department has had to place students in clinical sites that offer training of a lower quality. Finally, several students have not been able to receive placement within specific practices areas of physical therapy (e.g., orthopedic placements) because of the lack of an adequate number of sites. It appears that this situation continues to worsen.

Recommendations:

The committee believes that a possible solution to this weakness is a reduction in the number of students in the BSc program. A 10% reduction would markedly improve this situation and would appear to have little impact on the nationwide. In addition, because all of the PT programs in the country draw from the same pool of clinical sites, the committee strongly believes that there should be no increase in the number of PT training programs or number of students trained within the country. Finally, some system needs to be established within the country for increasing the number of available sites. This needs to be a coordinated effort between the appropriate government agencies, the clinical sites, and all of the PT educational programs.

2) Lack of scholarships available to students - Most of the students that we interviewed worked a considerable number of hours in outside jobs, which compromised their quality

of education. The availability of scholarships would reduce the need for many of these students to work.

Recommendations:

The leadership within the School and Department should explore avenues both within and outside of the University for obtaining scholarship support for deserving students

3) Lack of classroom space - Although the self-study report notes the lack of classroom space in the Raymond Building, we observed a particularly acute shortage of classroom space in the school in Tel Hashomer.

Recommendations:

This is complex problem that we believe cannot be easily addressed. The committee believes that this problem is not urgent and will only be adequately addressed with a major reorganization of the BPT program.

In addition, we note the additional weakness:

4) Based on the present structure of the program, the clinical instructors are very reluctant to fail students who are not performing at criteria. This results in the graduation of a small number of students each year who both the academic and clinical faculty believe are not suited to be physical therapists. Because the first clinical affiliation does not take place until the second semester of the third year, it is hard for the clinical instructors to fail a student this late in the students' program of study, as such a failure would result in having the student terminated from their studies after three or four years and not receiving any degree or credit for their considerable investment of time and money.

Recommendations:

Because so many credit hours (227) are required for the awarding of a BSc degree compared with other baccalaureate programs in TAU, the committee suggests that the faculty consider restructuring the BPT program so that students are awarded a BSc after three years (approximately 120 credits) and before the students are sent out on their first full-time clinical experience. Students would then need to be recommended by the faculty for continuation in the program. The program would then continue as an approximately 107 credit Masters in Physical Therapy program. This would markedly improve the

current situation and adequately reward students for their educational accomplishments. Students not appropriate for the profession, though prevented for becoming physical therapists, would still receive a BSc degree.

5) The lack of yearly or periodic evaluations of faculty performance. We believe this is particularly important for junior faculty to help direct them in their efforts to secure promotion and tenure.

Recommendations:

We believe it would be desirable if yearly evaluations of each of the non-tenured faculty members were conducted by the Department Chair.

6) The lack of alignment between the work load assignment of the faculty and the evaluation criteria used for promotion and tenure (P&T). The faculty report an incredibly high level of stress associated with the P&T process. The lack of credit assigned to teaching, supervising students, and serving on committees significantly penalizes the PT faculty members when evaluated for P&T. Although we applaud the high standards set for awarding promotion and tenure, we believe that the faculty must be given the resources necessary to perform at this high standard.

Recommendations:

The promotion and tenure process must recognize the teaching and service workload of each faculty member when setting the criteria for promotion and tenure. In addition, a transparent method must be developed for determining the reduction in the number of classes each faculty must teach based on the number of MSc and PhD theses being supervised.

7) Many of the students enrolled in the BPT program do not know that there is a formal process in place for revising the BPT curriculum.

Recommendation:

Communications between the faculty and students must be improved. The process for revising the curriculum must be shared with the students during the students' initial orientation to the program.

8) Although the curriculum is well described in the self evaluation report, the division into six major contents sections is not well translated into the division to individual courses. Thus, the study program is comprised of too many short courses, with titles that do not adequately reflect their contents.

Recommendation:

The faculty need to re-organize the courses within the frame of the six major units and properly name each of the courses.

Other comments and issues:

1) The teaching quality appears to be high and very much appreciated by the majority of the students. The evaluation process of the teaching quality set forth by the University seems not to function well due to low response rate of the students. However, the students generally expressed high satisfaction from the teaching quality. The institution fosters high-level teaching via the center for the advancement of teaching, which appears to have a positive effect on the level and method of teaching.

One drawback in the teaching services of the department is the infrequent use of the internet as a communication tool with the class and for transferring learning material to the students. Furthermore, that same tool could serve for online communication with the clinical instructors - for updating their knowledge and making them well acquainted with the contents of knowledge passed to the students. The remediation process is comprised of two different parts: The first part is related to the employment of the "Virtual TAU" by the staff; the second relates to the availability of the University internet facilities to the clinical instructors. Students' assessment in theoretical courses is appropriate; however, the option to take a written examination a second time for the purpose of improving a positive grade is limited to five times through the whole study period. This limitation is not well grounded and should be re-considered. As to the practical OSCE examinations, they appear to be helpful and viewed as being very positive by both faculty and students; their continued use is encouraged.

2) We have one recommendation regarding the research component of the Department. The seed money award to new faculty members is only given with promotion to the level of lecturer. We noted, however, that the tenure and promotion timetable begins when faculty member are promoted or given the rank of visiting lecturer. In addition, we noted that most PT faculty member have been kept at the level of visiting lecturer for greater than two years. Hence, these faculty members were going up for promotion after having the funds to equip their laboratories for approximately only two years. We believe the period of time that faculty members are held at the rank of visiting lecturer must be dramatically reduced or the promotion and tenure timetable should not begin until the faculty member is promoted to lecturer.

3) Infrastructure - The computer stations in the Raymond building for the use of the students are too few, and the Internet connection is too slow. Wireless routers have not yet installed in the building. Regarding the schools in Sheba and Assaf Harofeh hospitals, they are also lacking classrooms, computers and Internet access. The libraries within the hospitals are generally inadequate to serve the needs of the students and there is very limited internet access from the libraries. This situation must be improved. Equipment, including therapeutic equipment in schools, is satisfactory. However, the old wooden treatment tables will eventually have to be replaced by modern adjustable beds.

4) Although the comprehensive nature of the BPT program is a strength, it also poses a challenge to the training of the students. The 227 credits required for the BPT goes far beyond the 120 or 160 credits typical required for completion of three or four year bachelor programs. As noted below, the committee recommends a restructuring of the program so that the current BPT program is replaced with an entry level (first degree) masters degree in physical therapy (MPT). This restructuring should be executed in coordination with all concerned parties, including those in charge of budgeting and accreditation, such as the PBC and the CHE.

5) Regarding the MSc PT program, we did not find major problems with the current program. The infrastructure is adequate for performing research leading to the MSc

thesis. However, the low number of theses that result in publication in peer reviewed journals and the high ratio of students to each supervisor for some of the advisors is of concern. These issues need to be examined and an action plan needs to be generated to address these concerns.

The self-study process:

The self evaluation report submitted by the Physical Therapy department to the Council for Higher Education is an impressive document. The report was produced with the help of all ranks of faculty and staff members. Clearly, there was a lot of work put into writing this document. Reading the report, one gets the impression that a sincere and honest attempt was made to describe all aspects of the department's activity and to identify its strengths and weaknesses. However, the report was inconveniently organized, with some data missing or difficult to trace. Some statements in the reports were not verified during the meetings and it is unclear as to why they were stated. Suggestions for addressing the weaknesses identified are not listed systematically in the report but may be gleaned from the various chapters.

Summary:

Overall, the administration and faculty must be commended for the development of outstanding BPT and MSc programs. The students are trained to function at a high level and are qualified to practice in all settings presently served by physical therapists. The MSc program has contributed to the training of physical therapists with advanced training. The main recommendations for enhancement of this Department are to reduce the number of students in the BPT program by approximately 10% and consider restructuring the program so that the current BPT program be reorganized to award a BSc after three years (approximately 120 credits) and an entry level (first degree) masters degree in physical therapy (MPT) after an additional 18 to 24 months of training. As noted above, this restructuring should be executed in coordination with all concerned parties, including those in charge of budgeting and accreditation, such as the PBC and the CHE.

Signed By:

Stuart Binder-Macleod

Prof. Stuart Binder-Macleod
Chairman

Ruth Dickstein

Prof. Ruth Dickstein

Steve Tepper

Prof. Steven H. Tepper

Margaret P. Yekutiel

Dr. Margaret Yekutiel

APPENDICES

APPENDIX 1

Terms of Reference of the Committee



מדינת ישראל

STATE OF ISRAEL

Minister of Education Culture and Sports

November 7, 2005

To:

Prof. Stuart Binder-Macleod - Department of Physical Therapy, University of Delaware, Newark, Delaware, U.S.A
Prof. Ruth Dickstein - Department of Physical Therapy, Haifa University
Prof. Steven H. Tepper - Division of Physical Therapy, Shenandoah University, Winchester, Virginia, U.S.A
Dr. Margaret Yekutiel - Department of Physical Therapy, Ben-Gurion University of the Negev, Beer-sheva (Emeriti)

Esteemed Ladies and Gentlemen,

I hereby appoint you as members of the Council for Higher Education's (CHE) Committee for the Evaluation of Physical Therapy study-programs (that have already received authorization) within institutions of higher education in Israel. You are kindly requested to operate in accordance with the Appendix to the Terms of Reference of Evaluation Committees (study-programs), which is attached to this Terms of Reference document.

The Committee is requested within the framework of its activity to:

1. Examine the self-evaluation reports which shall be submitted by the institutions that provide study-programs in Physical Therapy, and hold on-site visits to those institutions.
2. Present the CHE- by January 2007- with final reports regarding the evaluated academic units and study-programs- a separate report for each institution including the Committee's findings and recommendations, together with the institutions' responses to the reports.

Within the framework of the final reports, the Committee is requested to refer to the following topics, among others, in relation to each of the study-programs:

1. The goals and aims of the evaluated academic unit and study-programs.
2. The study-program and its standard.
3. The academic staff.
4. The students.
5. The organizational structure — both academic and administrative - of the academic unit and study-program.

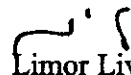
6. The broad organizational structure (school/faculty) in which the academic unit and the study-program operate.
7. Physical and administrative infrastructure available to the study-program.
8. Internal mechanisms for quality assessment
9. Conclusions of the academic unit and the study-program.
10. Other topics to be decided upon by the Evaluation Committee.

In addition to its final report concerning each study program under examination, the committee shall submit to the CHE the following documents:

1. A report regarding its opinion as to the examined field of study within the Israeli system of higher education.
2. A proposal of standards for studies in Physiotherapy.

Professor Stuart Binder-Macleod shall preside over the Committee as Chairman.
Ms. Alisa Elon shall coordinate the Committee's activities.

Yours sincerely,



Limor Livnat
Minister of Education, Culture and Sport
Chairperson of The Council for Higher Education

cc: Mr. Naftali Weitman, Secretary of The Council for Higher Education
Ms. Alisa Elon, Committee Coordinator

Enclosure

**Appendix to the Terms of Reference of Evaluation Committees (study-
programs).**

Appendix to the Terms of Reference of Evaluation Committees
(Study-Programs)

1. General

On June 3, 2003 the Council for Higher Education (CHE) decided to establish a system for quality assessment and assurance in Israeli higher education. Within this framework, study-programs are to be evaluated once in six years and institutions once in eight years. The quality assessment system came into effect in the academic year of 2004-2005.

The objectives of the quality assessment activity are:

- To enhance the quality of higher education in Israel;
- To create an awareness within institutions of higher education in Israel of the importance of this subject and to develop internal mechanisms for the evaluation of academic quality on a regular basis;
- To provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel;
- To ensure the continued integration of the Israeli system of higher education in the international academic arena.

It is not the CHE's intention to rank the institutions of higher education according to the results of the quality assessment activity. The evaluation committee is requested not to make comparisons between the institutions.

2. The Evaluation Committee

- 2.1 The CHE shall appoint a Committee to carry out quality assessment of the study-programs.
- 2.2 A senior academic figure in the examined field shall be appointed as Chairman.
- 2.3 The Committee shall include 3 to 5 senior academic figures in the field from leading institutions in Israel and abroad. In exceptional cases, and in cooperation with the committee chairman, an authoritative figure who is not on the academic staff of an institution of higher education may be appointed as a committee member.
- 2.4 In the event that a member of the committee is also a faculty member in an institution being evaluated, he will not take part in discussions regarding that institution.

3. The work of the Evaluation Committee

- 3.1 The Committee shall hold meetings, as needed, before visiting the institution, in order to evaluate the material received.
- 3.2 The committee shall visit the institution and the academic unit being evaluated within 3-4 months of receiving the self-evaluation report. The purpose of the visit is to verify and update the information submitted in the self-study report, clarify matters where necessary, inspect the educational environment and facilities first hand, etc. During the visit the committee will meet with the heads of the

institution, faculty members, students, the administrative staff, and any other persons it considers necessary.

- 3.3 In a meeting at the beginning of the visit, the committee will meet with the heads of the institution (president/rector, dean), the head of the academic unit and the study-programs, in order to explain the purpose of the visit. At the end of the visit, the committee will summarize its findings, and formulate its recommendations.
- 3.4 The duration of the visits will be coordinated with the Chairman of the Committee according to the issue, and in any event will not be less than one day.
- 3.5 Following the visit, the committee will write its final report, including its recommendations, which will be delivered to the institution and the academic unit for their response. The institution's and the academic unit's response will not result in changes to the content of the Committee's report, unless they point out errors in the data or typographical errors in the Committee's report. In such cases, the committee will be able to make the required corrections in its final report.

4. The Evaluation Committee's Report

- 4.1 The final report of the evaluation committee shall address every institution separately.
- 4.2 The final report shall include recommendations on the subjects listed in the guidelines for self-evaluation, and in accordance with the Committee's Terms of Reference.
- 4.3 The recommendations can be classed as one of the five following alternatives:
 - 4.3.1 ***Congratulatory remarks and minimal changes recommended, if any.***
 - 4.3.2 ***Desirable changes recommended*** at the institution's convenience and follow-up in the next cycle of evaluation.
 - 4.3.3 ***Important/needed changes requested for ensuring appropriate academic quality*** within a reasonable time, in coordination with the institution (1-3 years).
 - 4.3.4 ***Essential and urgent changes required, on which continued authorization will be contingent*** (immediately or up to one year).
 - 4.3.5 ***A combination of any of the above.***
- 4.4 The committee's report shall include the following:
 - 4.4.1 **Part A — General background and an executive summary:**
 - 4.4.1.1 General background concerning the evaluation process, the names of the members of the committee, a general description of the institution and the academic unit being assessed, and the committee's work.
 - 4.4.1.2 An executive summary which will include a description of the strengths and weaknesses of the academic unit and program being evaluated, according to the subjects listed in the body of the report and a list of recommendations for action.
 - 4.4.2 **Part B — In depth description of subjects examined:**
 - 4.4.2.1 This part will be composed according to the topics examined by the evaluation committee, in accordance with the committee's Terms of Reference and the report submitted by the institution, and at the discretion of the committee.
 - 4.4.2.2 For each topic examined - the report will present a summary of the findings, the relevant information and an analysis thereof, and conclusions and recommended actions.
 - 4.4.3 **Part C — Summary and recommendations:**

4.4.3.1 A short summary of every one of the topics described in detail in Part B, including the committee's recommendations.

4.4.3.2 Comprehensive conclusion/s and recommendation/s regarding the evaluated academic unit and the study-programs.

4.4.4 **Part D- Appendices:**

The appendices shall contain the committee's Terms of Reference, relevant information about the institution and the evaluated academic unit, the schedule of the on-site visit.

4.5 The final report will be delivered to the institution, with the deadline for its and the academic unit's response noted.

4.6 The Committee's final report together with the response of the institution and the academic unit will be brought before the CHE.

4.7 The CHE will discuss these documents and formulate its decisions within (approximately) a year from the time the guidelines for self-evaluation were sent to the institutions.

APPENDIX 2

The schedule of the visit

Tel-Aviv University – School of Health Professions – Dept. of Physical Therapy
Visit of the Assessment Committee - Council for Higher Education
8 – 10. 1. 2007

First day - 8.1.07: Room 301 –Raymond Building – School of Health Professions

Time	Subject	Participants
08:00-09:00	Closed meeting of the Committee	Prof. Stuart Binder-Macleod Prof. Ruth Dickstein Prof. Steven H. Tepper Dr. Margaret Yekutiel
09:00-09:20	Opening session with heads of the institution and the senior staff appointed to deal with the quality assessment	1. Prof. Dany Leviatan, Rector 2. Prof. Raanan Rein, Vice Rector 3. Prof. Saul Abarbanel, Head, Academic Quality Assessment Unit 4. Prof. Yoav Henis, Quality Assessment committee member
09:20-09:40	Meeting with the Dean and Head of the School	Prof. Yoseph Mekori Prof. Zeevi Dvir
09:40-10:45	Meeting with the academic head of the Department and the administrative head	Dr. Eli Carmeli Mrs. Rachel Razgour
11:00-13:00	Meeting with Committees	Admissions, planning, scholarship and student affairs - Dr. Eli Carmeli Teaching - Prof. Haim Hazan Ethics - Dr. Michal Katz-Leurer Clinical Training - Mrs. Gila Shahar Master's - Prof. Zeevi Dvir Computer /Library - Dr. Dario Liebermann and Mr. Bezalel Reichard
13:00-13:45	Lunch	Committee members
13:45-14:30	Meeting with senior Department's academic staff	Dr. Eli Carmeli- Chairperson *Prof. Zeevi Dvir Dr. Luba Zuk Dr. Ziva Yizhar Dr. Michal Katz-Leurer Dr. Ruth Defrin-Assa Dr. Hagar Patish Dr. Jeffrey Hausdorff Dr. Dario Liebermann Dr. Youssef Masharawi Mr. Bezalel Reichard *Head of the School and PT Faculty member

14:30-15:15	Meeting with junior PT Department's academic staff	✓ Dr. Deborah Alperovitch ✓ Ms. Effrat Ariel ✓ Dr. Ella Been ✓ Mrs. Noga Gal ✓ Mrs. Orna Gera ✓ Mrs. Esther Penso-Zabludowski ✓ Dr. Tamara Prushansky Dr. Chava Peretz ✓ Mrs. Lea Zemach ✓ Dr. Leonid Kalichman ✓ Mrs. Gila Shahar Mrs. Yael Steinfeld
15:15-16:00	Meeting with faculty members who are not members of the Department (e.g., physicians, statisticians etc.)	✓ Prof. Abraham Yartzky ✓ Mr. Michael Mannheim ✓ Mrs. Merav Bar-Yoav ✓ Dr. Zvi Kozol Dr. Andy Karpf
16:00-17:00	Meeting with first year undergraduates and graduate students (M.Sc.PT students) –	Ma'ayan Sivan Moran

Second day – 9. 1. 07On-site visits - the clinical training centers:Sheba Medical Center at Tel Hashomer and Assaf Harofeh Medical Center

Time	Subject	Participants
09:00-09:45	Head + Deputy head of the Sheba School of Physical Therapy – New Rehabilitation Center, second floor	✓ Mrs. Tami Yissar, Head ✓ Mr. Doron Zamir, Deputy head
09:45-10:30	Teaching staff	✓ Mrs. Ruth Ruzitsky ✓ Mrs. Dania Hofi ✓ Mrs. Ruth Behar ✓ Mrs. Merav Bar-Yoav ✓ Mrs. Tali Amichai
10:30-11:30	Students – representatives of 2 nd , 3 rd and 4 th years	Noelia, Sigal, Ifat, Moran, Zipi, Michal, Yael
11:30-13:00	Tour of facilities, including teaching and research laboratories (Motor Functions Institute – Prof. Dvir)	Sheba Medical Center at Tel Hashomer – School of Physical Therapy
13:00-14:00	Travel to second clinical center site + lunch	Assaf HaRofeh Medical Center-School of Physical Therapy
14:00-14:45	Head + Deputy head of the Assaf HaRofeh Medical Center	✓ Mrs. Suzanne Naimark ✓ Mrs. Gila Shahar
14:45-15:30	Teaching staff	✓ Mrs. Rachel Ornovich ✓ Mrs. Genia Berger Mrs. Sarit Ben-Binyamin
15:30-16:30	Students – representatives of 2 nd , 3 rd and 4 th years	Lotem, Liron, Tania, Keren, Zipi, Eran, Adir, Yael
16:30-18:00	Tour of facilities, including teaching facilities	Assaf Harofeh Medical Center – School of Physical Therapy

Third day – 10.1.07**Room 301 –Raymond Building- school of Health Professions**

Time	Subject	Participants
09:00-10:00	Meeting with clinical instructors who work near the University	<ul style="list-style-type: none"> ✓Mrs. Jannet Bermann Mrs. Jastin Raz ✓Mrs. Yael Shapira ✓Mrs. Lior Neuhaus ✓Mrs. Iris Gavish ✓Mrs. Irena Rotro ✓Mrs. Ruth Tok ✓Mr. Arrel Hersko ✓Mr. Savit Enosh ✓Mr. Kobi Peizam
10:00-12:00	Tour of facilities including: department offices, libraries, classrooms and research laboratories	<i>Student and research labs:</i> Prof. Zeevi Dvir – Head-Neck lab Dr. Eli Carmeli–Muscle Biology lab. Dr. Dario G. Liebermann – Motor Control lab. Dr. Ruth Defrin-Assa – Pain lab. Dr. Youssef Masharawi – Spine lab
12:00-16:00	Lunch and closed door working meeting for site visit team	Site visit team
16:00-16:30	Final meeting with heads of the institution and the senior staff appointed to deal with the quality assessment heads of the academic unit	<ul style="list-style-type: none"> ✓1. Prof. Dany Leviatan, Rector 2. Prof. Raanan Rein, Vice Rector ✓3. Prof. Saul Abarbanel, Head, Academic Quality Assessment Unit 4. Prof. Yoav Henis, Quality Assessment committee member 5. Prof. Yoseph Mekori, Dean Faculty of Medicine 6. Prof. Zeevi Dvir, Head School of Health Professions ✓7. Dr. Eli Carmeli, Chairperson, Dept. of Physical Therapy