



# Clinician-Scientists in Physiotherapy: Are we ready?

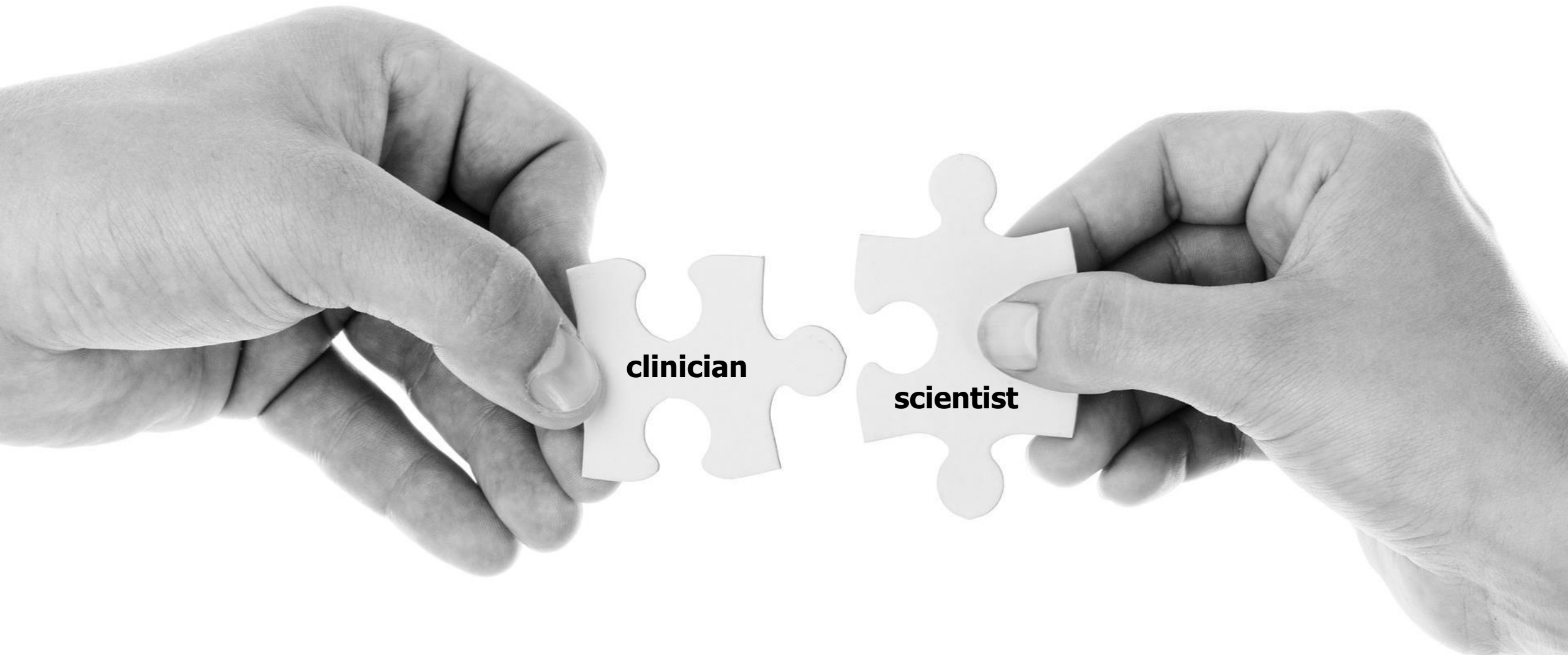
CANADIAN PHYSIOTHERAPY CONGRESS  
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# Double agents in physiotherapy?



# Clinician-scientists shouldn't feel like double agents







Just coping  
or thriving?

# Session content

1. Definition of term “clinician-scientist”
2. Literature on clinician-scientists in physiotherapy
3. My experience
4. Interactive panel discussion (open to audience)



# Definition

## What is a clinician-scientist?

- Professional degree and works as **clinician**
- Graduate studies and works as a **researcher**
- Keeps a foot in **both worlds**

(MacDonald, Sharpe, Shikako-Thomas, Larsen, & MacKay, 2013; Snyder-Mackler, 2015)





# Professional identity

Clinician first,  
researcher second?

Dual or unified  
professional identity?

Meta-identity:  
Broker

(Kluitmans, de Haan, Akkerman, & van Tartwijk, 2017;  
Parker, Burrows, Nash, & Rosenblum, 2011)



# Benefits



- **Clinical experience informing scientific inquiries**
- **Bringing the science to the clinic**
- **Bridging the gap by facilitating a bidirectional flow between research and practice**
- **Students want profs who still work as clinicians** (personal observation)

(Kluijtmans, de Haan, Akkerman, & van Tartwijk, 2017; Lander, Hanley, & Atkinson-Grosjean, 2010; MacDonald, Sharpe, Shikako-Thomas, Larsen, & MacKay, 2013; Snyder-Mackler, 2015)





## Benefits

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## Challenges

- **Lengthy education**
- **Balancing two jobs, two sets of priorities, two work cultures, etc.**
- **Time management challenge: how to split?**
- **Productivity appears smaller compared to a full-time researcher or clinician**

(Kluitmans, de Haan, Akkerman, & van Tartwijk, 2017; Lander, Hanley, & Atkinson-Grosjean, 2010; MacDonald, Sharpe, Shikako-Thomas, Larsen, & MacKay, 2013; Snyder-Mackler, 2015)

*“most [...] **fail to achieve a combined role**. Specifically, they have either*

*(1) an academic appointment in a university faculty **with an adjunct appointment at a clinical health center without remuneration** or*

*(2) a clinical position in which **research is not a component of their job description but is conducted in their spare time**.”*



A wooden ruler and a yellow measuring tape are shown on a dark, grid-patterned surface. The ruler is light-colored wood with black markings and numbers. The measuring tape is yellow with black markings. The background is a dark, textured surface with a grid pattern.

# To thrive, not cope

- Tailored job positions
- Formal linkages

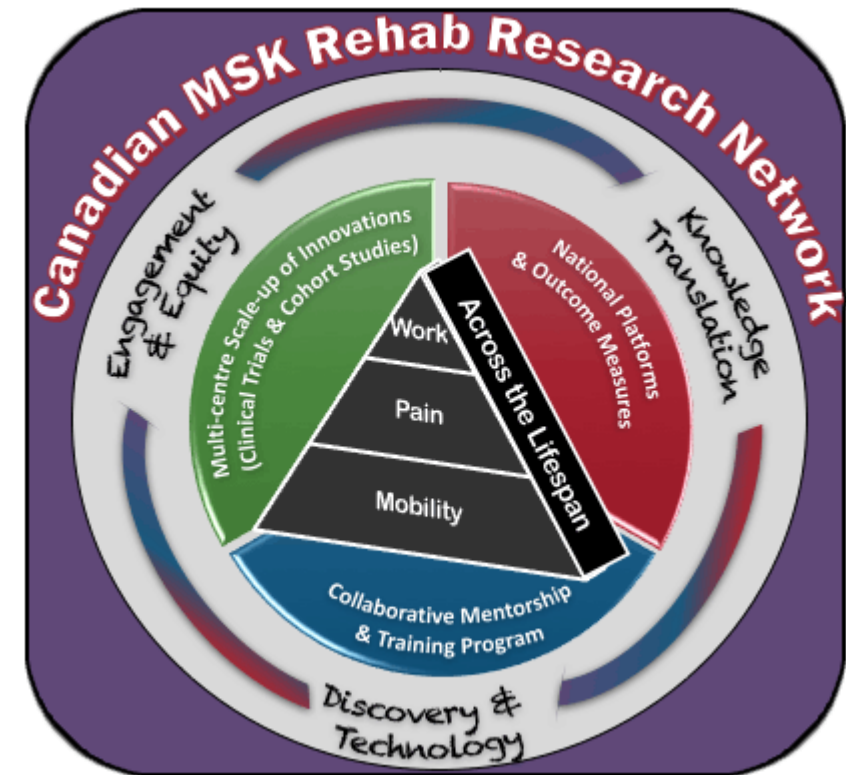
(MacDonald, Sharpe, Shikako-Thomas, Larsen, & MacKay, 2013)

# Funding: challenges



*“The Clinician Scientist program had two phases. Phase 1 provided stipends for up to six years of training support and **is no longer being launched**. Phase 2 provides a contribution to the salary of the recipient [...]”*

<https://www.researchnet-recherchenet.ca/>



Clinician-scientist support

<http://mskrehabnet.com/>

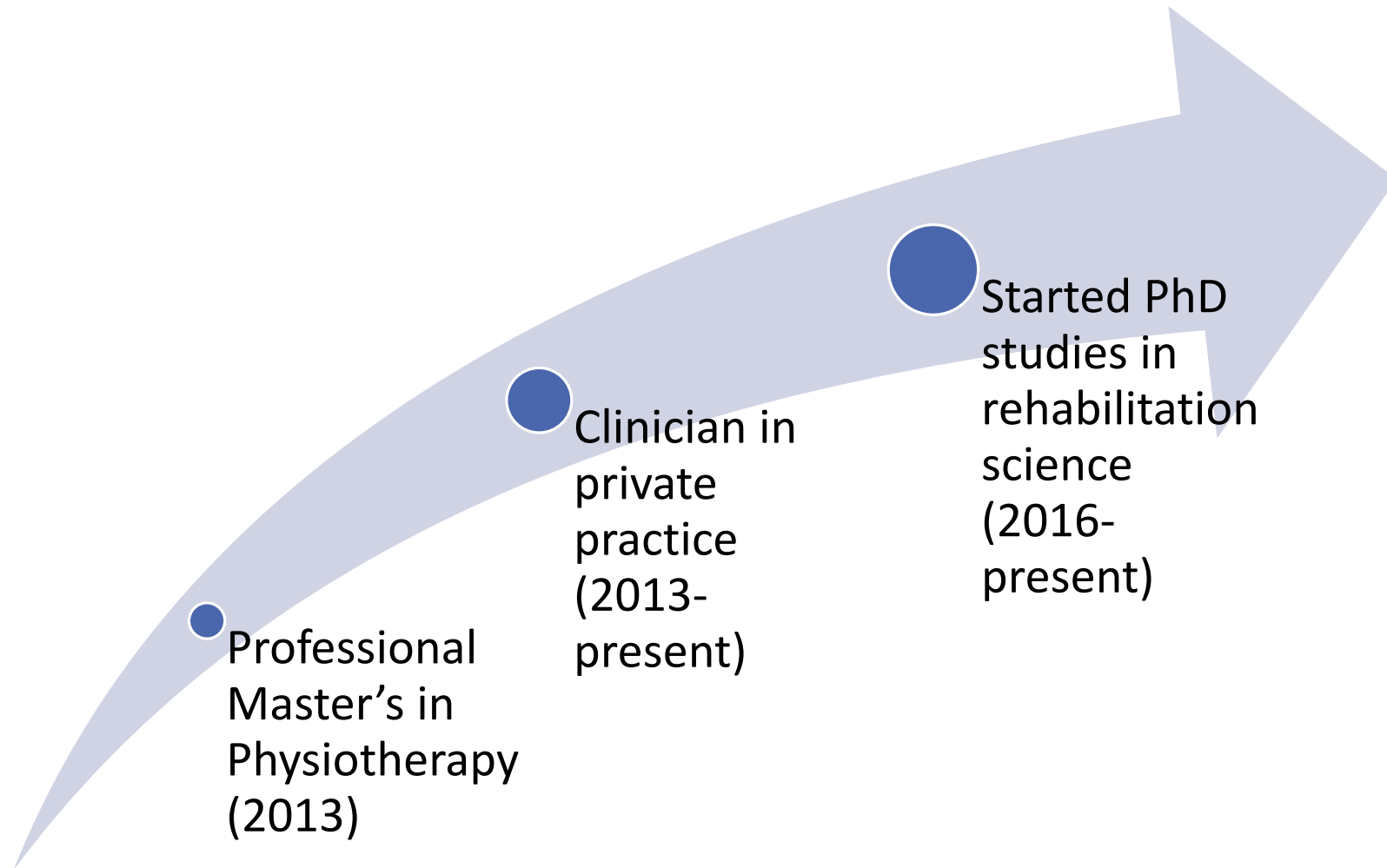


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# My pathway

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# Professional identity

A silhouette of a person's head and shoulders is centered in the lower half of the frame, looking out over a landscape at sunset. The sun is a bright, glowing orb on the horizon, casting a warm orange and yellow light across the sky and the distant hills. The person's hair is dark and curly, and their back is to the camera.

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(Kluitmans, de Haan, Akkerman, & van Tartwijk, 2017;  
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# Boundary-crossing identity, reflections, and innovations

Clinical practice

Research

Profession

Improving lives

(Kluijtmans, de Haan, Akkerman, & van Tartwijk, 2017;  
Lander, Hanley, & Atkinson-Grosjean, 2010; Long, Cunningham, &  
Braithwaite, 2013; MacDonald, Sharpe, Shikako-Thomas, Larsen, &  
MacKay, 2013; Snyder-Mackler, 2015)







# Challenges

- Dual life
- Time-management
- Priority-setting
- Work-life balance
- Creating my “own job opportunities”

(Kluijtmans, de Haan, Akkerman, & van Tartwijk, 2017;  
Lander, Hanley, & Atkinson-Grosjean, 2010;  
MacDonald, Sharpe, Shikako-Thomas, Larsen, & MacKay, 2013;  
Snyder-Mackler, 2015)





## Support needed to thrive

- Tailored mentorship
- Tailored job positions
- Tailored salary and funding models

(Kluijtmans, de Haan, Akkerman, & van Tartwijk, 2017; MacDonald, Sharpe, Shikako-Thomas, Larsen, & MacKay, 2013; Parker, Burrows, Nash, & Rosenblum, 2011; Snyder-Mackler, 2015)



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# Panelists

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**Dr. Linda  
Woodhouse**



**Dr. Laura  
Brunton**



**Dr. Eric  
Parent**

# Panel discussion

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- How?
  - I will ask questions to the panelists, but the audience can step up to the microphone at any moment to add questions
- Three main topic areas:
  - Personal experience with the clinician-scientist role
  - Perception of the current state of clinician-scientists in physiotherapy in Canada
  - Next steps?
- Open Q&A from audience



A background image showing four diverse professionals (two women and two men) in business attire, smiling and holding up large, colorful speech bubbles (cyan, blue, green, and yellow) against a bright, white background. The text 'Personal experience with the clinician-scientist role' is overlaid in a large, dark blue font.

# Personal experience with the clinician-scientist role



# Perception of the current state of clinician-scientists in physiotherapy in Canada

A photograph of four business professionals (two women and two men) standing in a row, smiling and holding up large, colorful speech bubbles. The bubbles are teal, blue, green, and yellow. The text "Next steps?" is overlaid in the center in a dark blue font.

# Next steps?



A close-up of a silver microphone on a stand, with a warm, orange-gold light flare behind it. The background is a soft, out-of-focus grey.

# Open Q&A from audience

# Recap





# References

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- Kluijtmans, M., de Haan, E., Akkerman, S., & van Tartwijk, J. (2017). Professional identity in clinician-scientists: brokers between care and science. *Medical Education*, 51(6), 645-655. doi:<https://dx.doi.org/10.1111/medu.13241>
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