



ACAPT  
NATIONAL CONSORTIUM OF  
CLINICAL EDUCATORS (NCCE)

STRIVING FOR EXCELLENCE



# WELCOME!

## NCCE BUSINESS MEETING

- > 2020 Virtual Education Leadership Conference
- > Sunday 10/18/2020

# AGENDA

- > Year-in-review
- > Announcements
- > Placement Process Task Force Recommendations
- > Pre-Admission Observation Hours Task Force Report
- > Regional Networking Session Report
- > ELP Strategy Meetings Update
- > ACAPT Centennial Scholar – NCCE capstone project
- > Farewell to outgoing Board members
- > Installation of new officers

# THE YEAR-IN-REVIEW

- > Not that we want to re-live 2020.....  
but we did accomplish quite a bit!!
- > We hope you enjoy this little video





# THE YEAR-IN-REVIEW

- > Not that we want to re-live 2020.....  
but we did accomplish quite a bit!!
- > We hope you enjoy this little video
- > Questions/comments

# ANNOUNCEMENTS

- > Liaison CPI Advisory Group – 8 members
  - Reps from CE SIG, PTAE SIG, NCCE, APTA technology work group, student assembly
  - First meeting in Sept
  - Working on mission statement
  - Be a voice for stakeholders to optimize utilization
  - Terms to be determined (1-2 years)



Chrissy Ropp, PT, DPT  
Clinical Rep



Robin Galley, PT, DPT  
Academic Rep

# ANNOUNCEMENTS

- > ACAPT DEI Consortium's clinical education listening session  
*DCEs, SCCEs, and CI Reflections on the Black DPT Student Clinical Education Experience*  
Thurs Oct 29, 2020; 7:00-8:30pm EST  
Registration/login information forthcoming
- > ELC/Webinar Planning committee's upcoming webinar  
*The When, The Where, The How: Telehealth Education in Physical Therapy*  
Thurs Nov 12, 2020; 7:00pm EST  
Registration/login information forthcoming



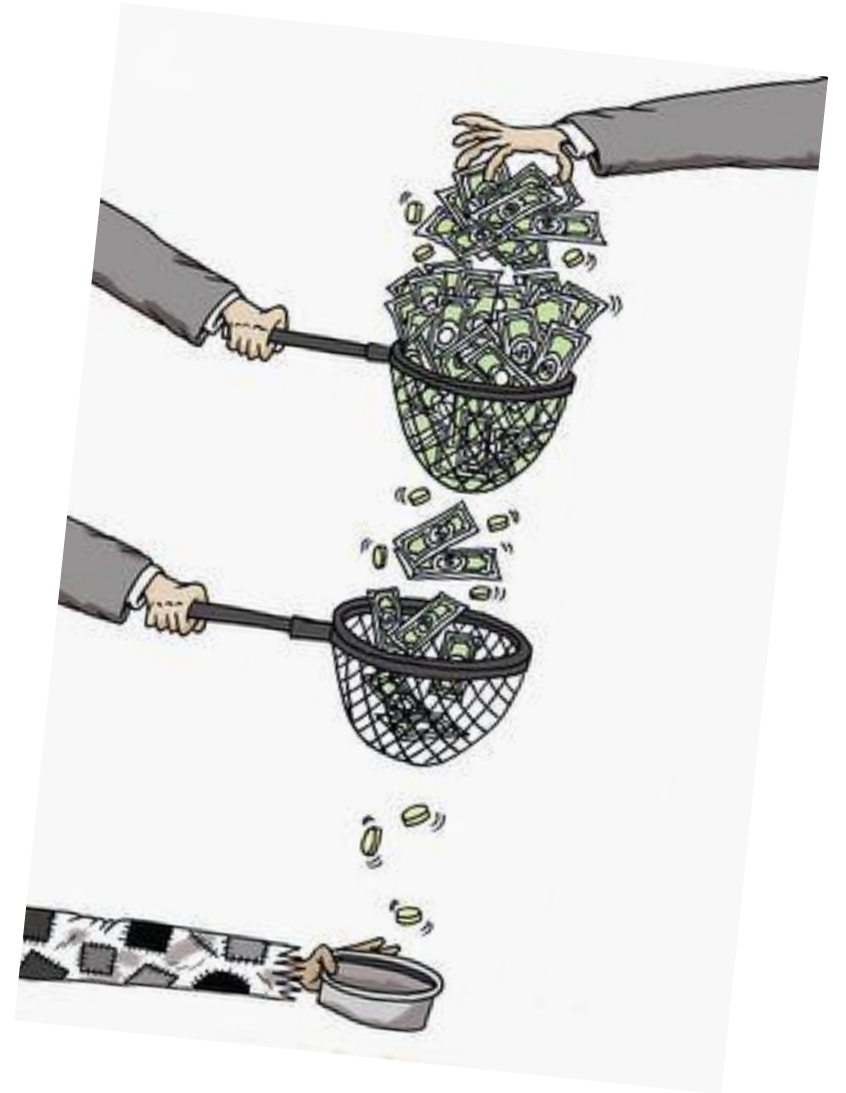
# ANNOUNCEMENTS

- > ACAPT motions – results related to clinical education
  - AC-3-20 Opposition to direct monetary payment for clinical education experiences – **PASSED**
  - AC-4-20 Promotion of non-monetary benefits for clinical education experiences – **PASSED**
  - AC-8-20 Adopt updated common terminology in physical therapy education  
**referred back to ACAPT Board of Directors**
  - AC-9-20 Amend Bylaws of ACAPT to grant membership to developing programs - **DEFEATED**

# ANNOUNCEMENTS

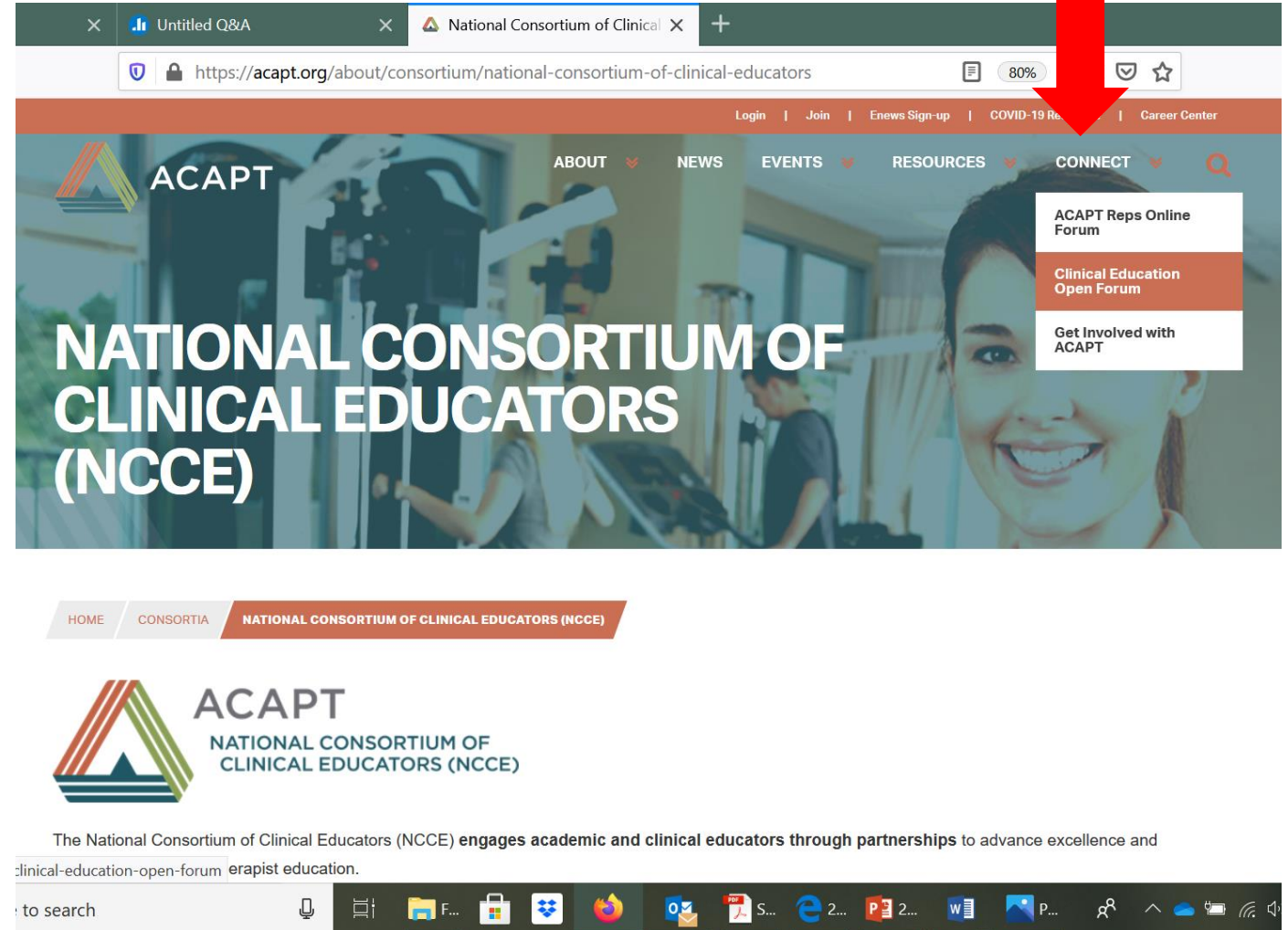
## Clinical education strategies for navigating COVID pandemic

- “Trickle down” effect
  - Backlog of clinical experiences
  - Limited capacity at clinic sites
- 
- > CESIG meeting request for discussion
  - > Recommend using ACAPT NCCE open forum discussion board



# ANNOUNCEMENTS

- > ACAPT NCCE clinical education open forum
  - Open access
  - Must register first to use



# REGISTERING FOR OPEN FORUM

- Resources
- Clinical education
- Follow the link to registration

The screenshot shows the ACAPT website's 'Clinical Education' page. A red arrow points to the 'Clinical Education' link in the right-hand sidebar. A red oval highlights the 'Discussion forum' section, which contains the text: 'Join ACAPT's Open Forum for Clinical Education here. The discussion board does not require ACAPT membership, but you will need to register with ACAPT's database to access the discussion.'

ACAPT  
NATIONAL CONSORTIUM OF  
CLINICAL EDUCATORS (NCCE)

ABOUT NEWS EVENTS RESOURCES CONNECT

CLINICAL EDUCATION

Education Research  
Clinical Education  
Curricula Development  
Criteria for Excellence  
Interprofessional Education (IPE)  
Diversity, Equity & Inclusion  
Students  
Admissions  
PT Measure of Educational Program Quality

HOME RESOURCES CLINICAL EDUCATION

One of ACAPT's priorities is **academic innovation**, with a goal to establish a framework needed to develop a su

**ACAPT's National Consortium of Clinical Educators (NCCE)**

- DCEs and clinical educators at ACAPT member institutions can join NCCE for free. [See details here.](#)
- NCCE's regional contacts
- Pre-admission observation hours task force
- Clinical education placement process task force
- Communication tips for clinical education community during COVID-19
- Guidance on participation in CE

**Discussion forum**

Join ACAPT's Open Forum for Clinical Education here. The discussion board does not require ACAPT membership, but you will need to register with ACAPT's database to access the discussion.

**Clinical education terminology**

ACAPT's Physical Therapists Clinical Education Glossary addresses the problem that academic and clinical faculty often use different terminology when describing their work within physical therapy education. You can also read the published article: [Recommendations from ACAPT's Common Terminology](#)

# REGISTERING FOR OPEN FORUM

Virtual Event Place x Untitled Q&A x American Council of Academic x +

https://americancouncilofacademicphysicaltherapy.wildapricot.org/membership-levels/

WEBINAR STORE OPEN FORUM ON CLINICAL EDUCATION

## PARTICIPATION LEVELS

**Member Institutions of ACAPT:** Institutions of higher education located in the United States with a physical therapist education program that is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) and who pay their annual dues of \$2,500 (per separately accredited program) are considered Member Institutions of ACAPT. You will see an option below for newly accredited programs to pay a one-time half dues amount.

**PT Faculty and PT Program Directors:** All with this designation may select the option below. Those who are employed at a Member Institutions (see above) and who are active members of the American Physical Therapy Association, are considered Individual Members of ACAPT. Individual Members do not pay dues.

**Clinical Affiliate Members of ACAPT:** Those clinics who are partnered with an ACAPT Member Institutions are considered members of ACAPT. Clinical Affiliates do not pay dues.

All others are welcomed to join our database and gain access to information, services, and products as they are made available.

The dues season is July 1 - June 30. Invoices are sent to each accredited physical therapist program in the spring of each year. Dues are for 12 months of membership and are not pro-rated during the dues season. To request an invoice, contact [acapt@apta.org](mailto:acapt@apta.org). Payment of ACAPT dues by Member Institutions shall constitute application for and admission to membership. Member Institutions shall identify their Representative each year at the time dues are paid.

To learn more about membership, visit <https://acapt.org/about/membership>

- \*Membership level**
- ☐ **Accredited Physical Therapist Institution - \$2,500.00 (USD)**  
Bundle (unlimited)  
Subscription period: 1 year, on: September 1st  
No automatically recurring payments  
Institutions of higher education located in the United States with a physical therapist education program that is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) and pays the annual dues to ACAPT shall be Member Institutions of ACAPT. The annual membership dues are \$2,500.00 and is valid from July 1 to June 30.
  - ☐ **Newly Accredited Physical Therapist Institution- Half Year Dues - \$1,250.00 (USD)**  
Bundle (unlimited)  
Subscription period: Half a year, on: January 1st  
No automatically recurring payments  
Institutions of higher education located in the United States with a physical therapist education program that obtain initial accreditation from CAPTE in the fall may pay an one-time only half dues of \$1,250 between January 1 - June 30 in the year following their fall accreditation. To remain a Member Institution, the full dues must be paid after the June 30 half dues expires.
  - ☐ **PT Clinical Affiliate - Free**  
Subscription period: Unlimited  
Clinical affiliates are eligible for ACAPT membership.  
Those considered Clinical Affiliates include clinical instructors, site coordinators for clinical education, clinical administrators, clinical education faculty, preceptors, and clinical managers.
  - ☐ **PT Faculty - Free**  
Subscription period: Unlimited  
Faculty are eligible for ACAPT membership if part of an ACAPT member institution. After your application has been approved, and your active status with APTA has been verified, you will be added to your institution's membership bundle and be given those privileges and access.  
We welcome all faculty who wish to join our database, even if your institution is not yet an ACAPT member institution.
  - ☐ **PT Program Director - Free**  
Subscription period: Unlimited  
Program Directors are eligible for ACAPT membership if association with an ACAPT member institution. After your application has been approved, and your active status with APTA has been verified, you will be added to your institution's membership and be given those privileges and access.  
We welcome all program directors who wish to join our database regardless of their institution's status with ACAPT.
  - ☐ **PTA - Free**  
Subscription period: Unlimited  
Physical Therapist Assistants are not eligible for bundled membership with an institution.
  - ☐ **Student of physical therapy - Free**  
Subscription period: Unlimited  
Students are not eligible for bundled membership with an institution.

NEXT

# PLACEMENT PROCESS TASK FORCE

## JOINT EFFORT: NCCE AND CE SIG

- > Co-chairs: Christine McCallum (NCCE); Cindy Flom-Meland (CE SIG)
- > Clinical educators: Terri Reed, Brittani Cookinham, Kristel Maes, Brett Windsor
- > Academic clinical educators: Lori Nolan Gusman, Kelly Prescher, Janette Scardillo, Aaron Rindflesch
- > PTA representatives: Christie Cohoon, Emily Reynolds



# PLACEMENT PROCESS TF RECOMMENDATIONS

## CE SIG LEAD

- > 2. Adopt an annual clinical education placement timeline that guides initial placement requests, offer confirmations, notices of unused offers and secondary placement requests.
- > 3. Provide professional training and development for Directors of Clinical Education and Site Coordinators of Clinical Education, especially for those new to these positions.
- > 6. Recognize that only representatives employed by the academic program's clinical education team are permitted to request clinical placement for physical therapist and physical therapist assistant students.

# PLACEMENT PROCESS TF RECOMMENDATIONS

## NCCE LEAD

- > 4. Leverage relationships between/among clinical and academic programs as well as regional and/or national structures to improve communications, coordination and access to quality clinical education
- > 8. Explore how a standardized model for terminal clinical education experiences may impact the placement process.
- > 9. Investigate the use of a common technological platform to manage data related to clinical education experience placements.

# PLACEMENT PROCESS TF RECOMMENDATIONS

## CO-LEAD

- > 1. Adopt a common definition of the term “placement process” which is then added to the profession’s Common Terminology Glossary.
- > 5. Allocate appropriate resources to employ a team approach to administer the clinical education program led by the Director of Clinical Education and Site Coordinator of Clinical Education.
- > 7. Expand clinical education research to include the topics of capacity, curricular models (i.e. timing, sequencing, and length), variety of requirements, and administrative issues such as workload.

# PLACEMENT PROCESS TF RECOMMENDATIONS MEMBERSHIP POLL

- > Rank recommendations by level of priority
  - Recommendations #4, #8 and #9 (NCCE lead)
  - Recommendations #1, #5, and #7 (joint efforts)
  - Recommendations #1, #4, #5, #7, #8, and #9
  
- > Comments/questions in chat and use open forum on website



# Please rank from highest priority to lowest:

#4: Leverage relationships between/among clinical and academic programs as well as regional and/or national structures to improve communications, coordination and access to quality clinical education.

#8: Explore how a standardized model for terminal clinical education experiences may impact the placement process.

#9: Investigate the use of a common technological platform to manage data related to clinical education experience placements.

# Please rank from highest priority to lowest:

#1: Adopt a common definition of the term “placement process” which is then added to the profession’s Common Terminology Glossary.

#5: Allocate appropriate resources to employ a team approach to administer the clinical education program led by the Director of Clinical Education and Site Coordinator of Clinical Education.

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#9: Investigate the use of a common technological platform to manage data related to clinical education experience placements.

# PRE-ADMISSION OBSERVATION HOURS

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**PRELIMINARY RESULTS**

**ELC OCTOBER 2020**



# TASK FORCE MEMBERS (STATE)

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- Peggy Gleeson, DCE, PT, PhD (chair), **TX**
- Jamie Bayliss, DCE, PT, DHSc, **OH**
- Lara Canham, PT, DPT, OCS, **CO**
- Yvonne Colgrove, DCE, PT, PhD, **KS**
- Jamie Greco, DCE, PT, DPT, EdD, **NY/NC**
- Ha Hoang, DCE, PT, PhD, **LA**
- Hiroshi Kiyota, PT, DPT, OCS, **NY**
- Mira Mariano, PT, PhD, OCS, **VA**
- Gavin McBride, SPT, **OR**
- Casey McCarthy, SPT, **PA**
- Colette Pientok, PT, DPT, OCS, **TX**
- Judi Schack-Dugre, DCE, PT, DPT, MBA, EdD, **FL**
- Laura Stephens, PT, DPT, NCS, **WV**
- Molly Watkins, PT, DPT, NCS, **MN**
- Emma Wheeler, DCE, PT, DPT, MS, **VA**

# ADVISORY PANEL AND SUPPORT GROUP

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## Advisory Panel

- Robin Galley, DCE, PT, DPT, OCS, CLWT, **FL**
- Jane Eason, PT, PhD, **LA**
- Jamie Kuettel, PT, DPT, NCS, GCS, **AZ**

## Support Group

- Janice Howman, DCE, PT, DPT, MEd, NCCE Chair, **OH**
- Donna Applebaum, DCE, PT, DPT, MS, Past NCCE Chair, **MA**
- Sandy Brooks, Executive Director

# PURPOSE OF THE TASK FORCE

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- Explore current practices and perceptions of the use of pre-admission observation/volunteer hours and make recommendations to ACAPT membership



# OBJECTIVES

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- Review literature within and outside of PT about pre-admission exposure requirements
- Obtain data regarding current practices of education programs
- Solicit perspectives from academic programs, clinical sites, and students
- Analyze data
- Propose alternative strategies
- Develop recommendations for future practices



# PROCESS AND TIMELINE

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- December, 2019 Solicited participants and Finalized Task Force
- January, 2020 Began conference calls and planning sessions
- February-April, 2020 Conducted literature review and Developed survey
- April-June, 2020 Distributed surveys to 4 stakeholder groups
- June-August, 2020 Analyzed results and Developed recommendations
- August-October, 2020 Prepared final report and Preparing manuscript
- October, 2020 Will submit report to NCCE ➡ ACAPT

# RESEARCH QUESTION

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**What is the value of the pre-admission observation hour requirement for DPT Programs and what is the impact of this requirement on all stakeholders?**

# NUMBER OF OBSERVATION HOURS REQUIRED OR RECOMMENDED BY PROGRAM

(DATA GATHERED IN 1/2020)

PT = 240 PROGRAMS ON PTCAS;  
205 LISTED OBS HRS (85.5%)

- Greater than 200 1
- 101-200 4
- 81-100 34
- 51-80 43
- 20-50 106
- Less than 20 7
- Did not specify 10

PTA = 345 WEBSITES REVIEWED;  
284 LISTED OBS HRS (82.3%)

- Greater than 60 5
- 50-59 19
- 40-49 46
- 30-39 11
- 20-29 64
- 10-19 37
- 4-9 14
- Did not specify 88

# 4 STAKEHOLDER GROUPS

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- Directors of Clinical Education of DPT Programs
- Admissions Committee Members of DPT Programs
- Clinicians (including CIs, SCCEs, other clinicians, managers)
- DPT Students (all levels as of May 2020 including those who graduated in May and June)

# DISTRIBUTION METHOD

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- All Sections/Academies/Chapters in APTA
- 6 states that provided an email list of their licensees at no cost (Arkansas, Florida, Ohio, Rhode Island, West Virginia and Wyoming)
- DCEs were sent an email, were asked to complete the DCE survey themselves, then send to their students, to their clinical site lists and to their Admissions Committee members
- Student Assembly
- Liaison (CPI Web)
- Snowball sampling



# **SURVEY RESPONDENTS**

(NUMBER OF QUESTIONS PER SURVEY)

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• DCEs	150	13
• Admissions Committee Members	165	44
• Clinicians	2,976	46
• Students	1,222	37

<b>TOTAL</b>	<b>4,513</b>	
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# PERCEIVED PURPOSES OF OBSERVATION HOURS BY STAKEHOLDER GROUP

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## **DCEs:**

- 1) to familiarize students with the depth and breadth of settings and patient populations within PT practice
- 2) to guide applicants in their pursuit of a career in the PT profession

## **Admissions Committee Members:**

- 1) to assist applicants in making an informed decision regarding the pursuit of a PT career
- 2) to show applicant has met this criterion and should advance to the rest of the admissions process

## **Clinicians:**

- 1) to obtain a thorough understanding and appreciation of the depth and breadth of settings, patient populations, tasks, obligations and responsibilities of the PT
- 2) to assess whether the profession is an appropriate fit for them, given the time and financial resources required

# PERCEIVED PURPOSE OF OBSERVATION HOURS BY STAKEHOLDER GROUP

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## Students:

- 1) To provide an increased awareness and understanding of the career/profession of PT
- 2) To help to solidify PT as the desired career choice
- 3) To learn about the variety in physical therapy treatments, settings, and patients; this provides examples and exposure that is of benefit during PT school
- 4) ***To increase/improve the competitiveness of their application***

# NEXT STEPS

---

- Submit report to **NCCE Board** ➡ **ACAPT Board**, to include...
  - Full data analyses (quantitative and qualitative)
  - Alternative strategies suggested by the 4 stakeholder groups, to meet the perceived purposes
  - Recommendations for future practice
  - Recommendations for future research in this area


# 2020 REGIONAL NETWORKING SESSION

## EXPLORING DEVELOPMENT OF A CLIN ED RESOURCE HUB

- > Pre-session survey (N = 341; 230 clinicians – 111 academicians)
- > Thurs October 15, 2020
- > Approximately 85 participants
- > Representatives from 21 of our 23 regions/consortia


# WHY A CLIN ED RESOURCE HUB?

- > Variety of resources available
  - Regional consortia webpages
  - APTA component websites
  - From individual programs/clinic sites
- > STG: add to ACAPT's clin ed resources
- > LTGs:
  - Searchable database for PT education
  - Part of one-stop shop (ELP strategic planning)



ACAPT

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One of ACAPT's priorities is **academic innovation**, with a goal to establish a framework needed to develop a sustainable model for clinical education.



UNIVERSITY OF MONTANA

Critical Thinking: select one impairment and provide a list of the possible causes (dx). Use the table below.

Impairment:			
Possible cause/dx	Typical Presentation	Pt's Symptoms/Signs/Observations	Probability of Dx
1			High Mod Low
2			High Mod Low
3			High Mod Low

Now provide a list of interventions to address the probable cause/dx related to the following, include clinical reasoning:

Regression	Current Pt Abilities	Progression

Below are reports and presentations from past Educational Leadership Conference (ELC) Regional Networking Sessions:

- Sharing ideas for development of a clinical education communication network (2019 Powerpoint)
- Effectiveness of local, regional and national clinical education communications (2018 Powerpoint)
- Effectiveness of local, regional and national clinical education communications (2018 report)
- Perceptions about variation and capacity (2017 Powerpoint)
- Structure, processes and outcomes of regional consortia (2016 report)

Other resources

# 2020 REGIONAL NETWORKING SESSION

## SHARED SAMPLE RESOURCES

- > Carolina Consortium
  - CI/Facility of Year Award
- > Florida Consortium
  - PT/PTA CI Outstanding CI Award
- > IACCC (S. CA)
  - Collaborative Placement Scheduling
- > New England Consortium
  - Student Anxiety Presentation
  - Student Data Form
- > LIVE EVERY DAY PT
  - ACL Virtual Reciprocity Ring
- > NY/NJ Consortium
  - How-To Guide for CI
- > Northern Plains Consortium
  - Collaborative Care Model
- > Ohio-Kentucky Consortium
  - Website development
- > Texas Consortium
  - CI Training

# 2020 REGIONAL NETWORKING SESSION

## OVERVIEW

- > A wide variety of resources were piloted
  - Mix of clinical & academic resources**
- > Categorization & vetting process was facilitated
  - **Who** will benefit the most from this resource?
  - **What** is the purpose of this resource?
  - **What** are keywords to describe this resource?
  - **How** would we determine if the resource met its purpose?
  - **How** would you categorize this resource?



We want your help!

- > Share ideas for making submission process user-friendly
- > What resources are out there that we're already using?

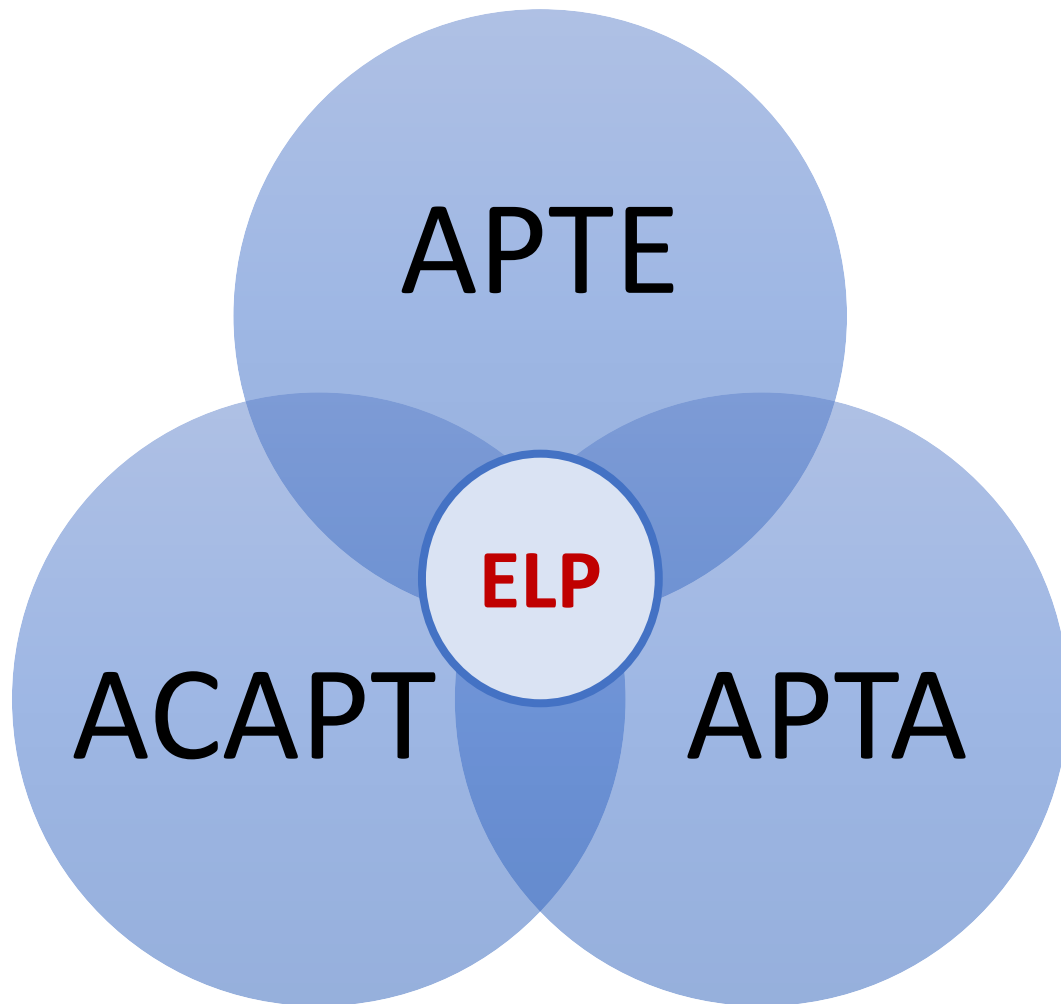


*Call to Action!*

# ELP STRATEGY MEETINGS UPDATE

> Donna Applebaum

# The Education Leadership Partnership (ELP)



*The partnership is intended to be a **group with a more global perspective than that of any one organization.***

*The voting members of the partnership should **commit to pursuing the interests of the whole profession.***

*The partnership shall **strive to bring together all relevant stakeholders having an interest in promoting excellence in physical therapist education.** The [Partners] will **solicit input and feedback from the organizations represented on the [ELP] as well as other stakeholders.***

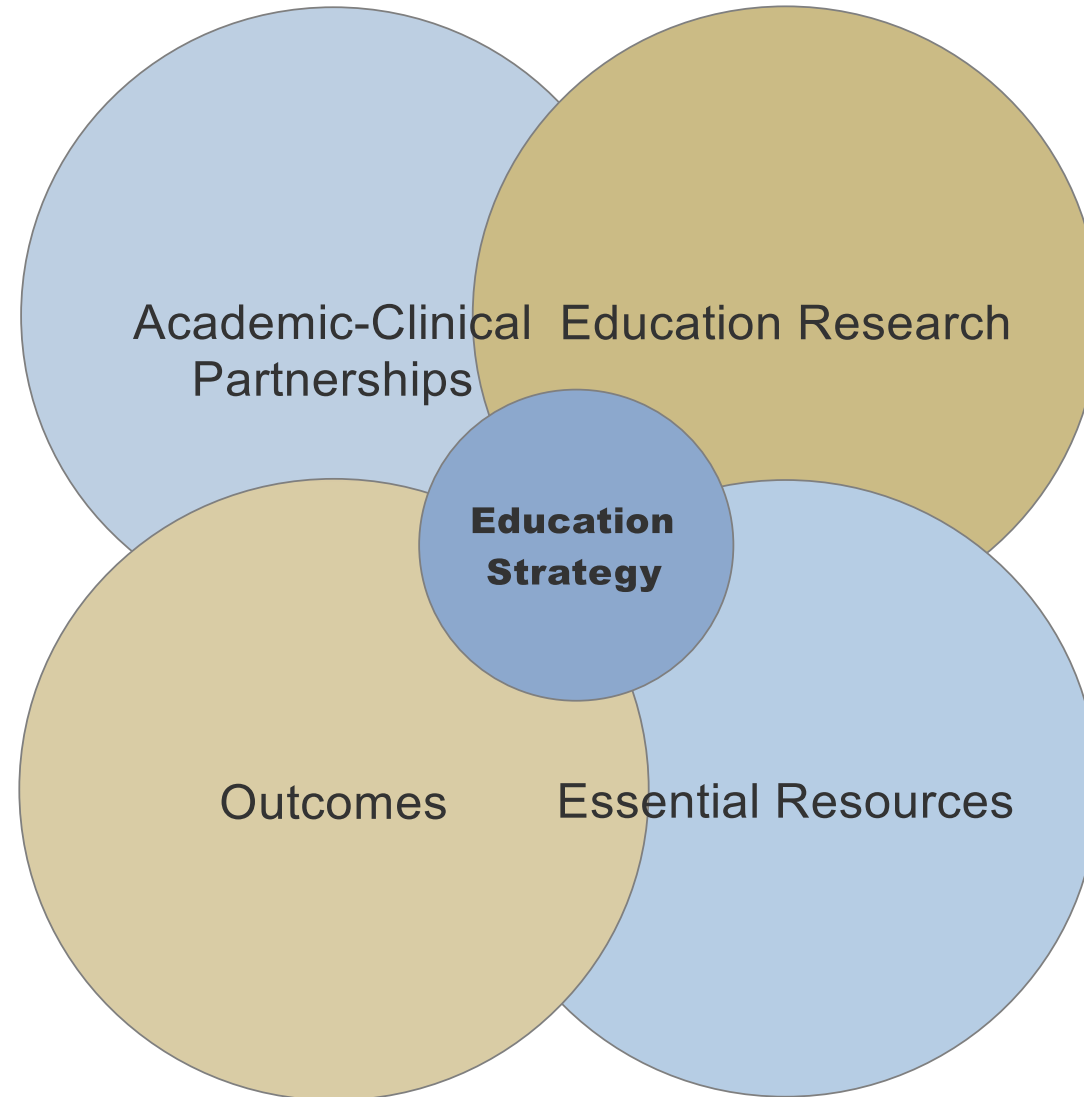
# The Partnership Today

<https://www.apta.org/for-educators/education-leadership-partnership>

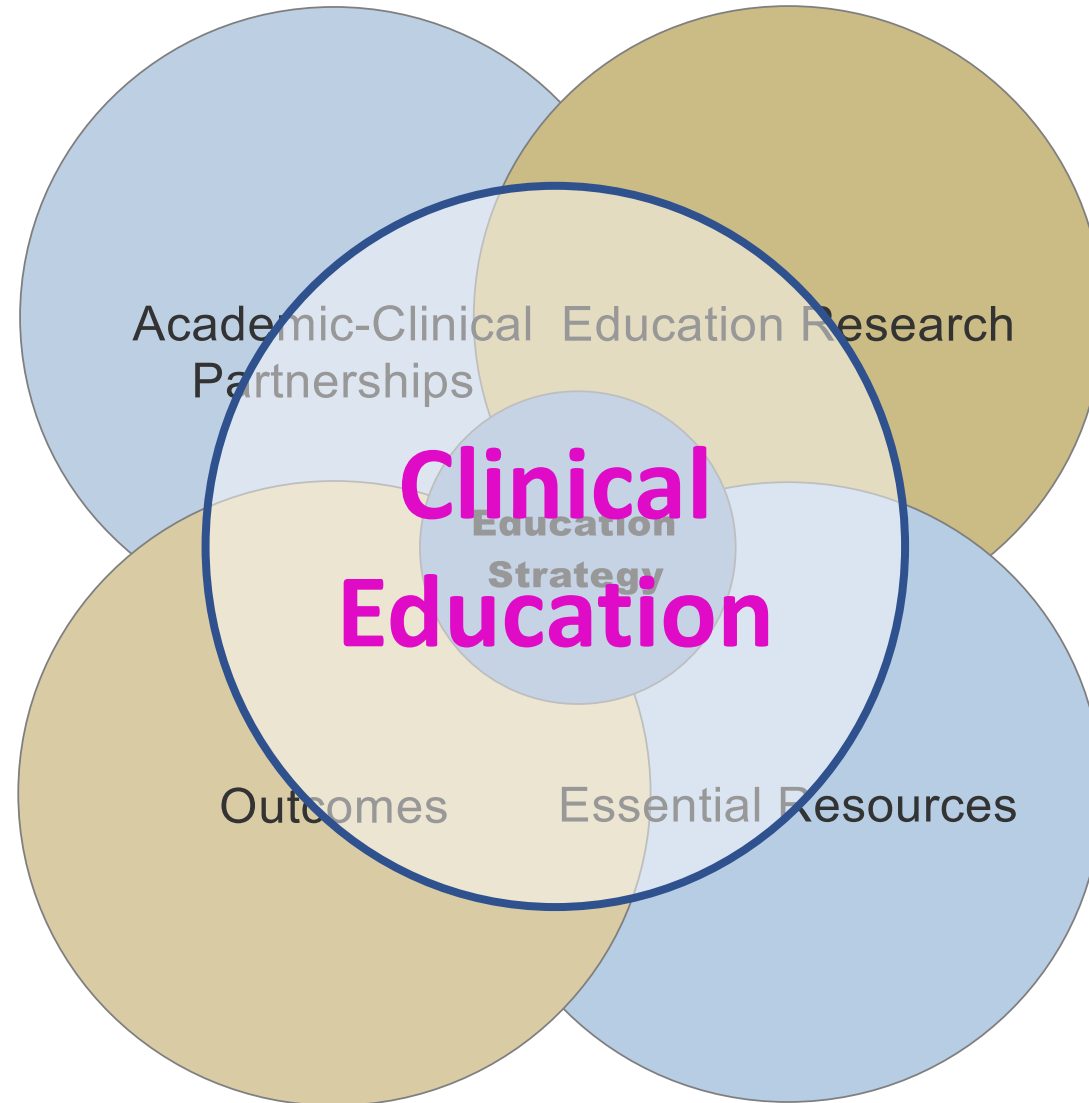


Community Partners : APTA Acute Care / Private Practice Section  
APTA Health Systems Council / PTA Education / Veterans Administration

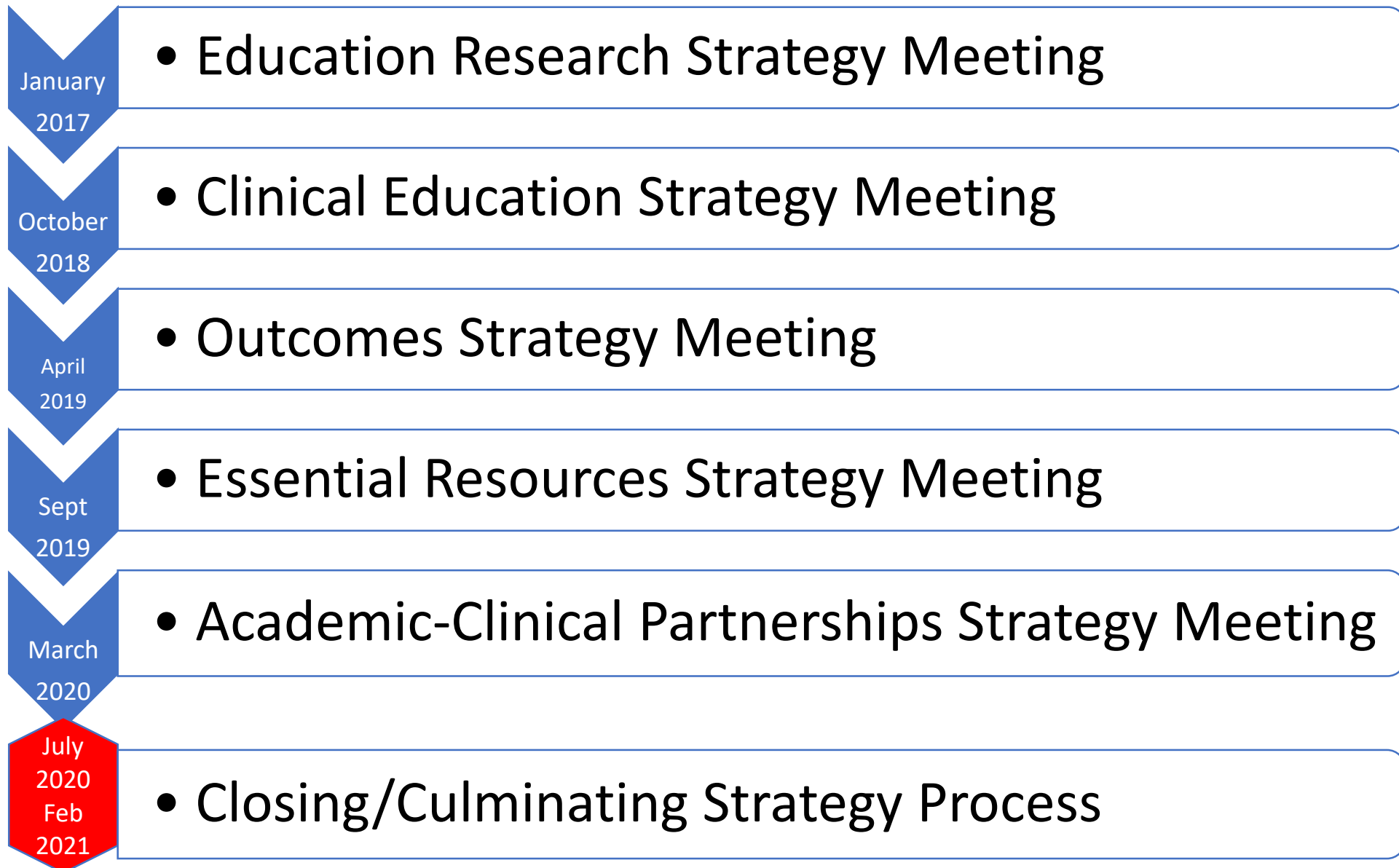
# ELP Education Strategy



# Consideration of Clinical Education



# Plan Development Timeline





# Next Steps:

- October-November: Consulting firm McKinley Advisors work with ELP to synthesize and prioritize strategy meeting outcomes
- November-December: Profession-wide feedback process (look for electronic survey)
- January-February: refine strategic framework
- March: report to be submitted to APTA Board of Directors

# ACAPT CENTENNIAL SCHOLAR



Erin Green, PT, DPT,  
FAAOMPT, OCS

- > **NCCE Capstone Project**
  - Review current benefits and challenges with existing clinical education data management systems
  - Engage local, regional, and national clinical education stakeholders to assess needs and interest
  - Consider feasibility and design concepts for the creation of a centralized database that could connect and support academic-clinical partnerships on a broader level
  - Identify technology needs for developing a centralized clinical education database

# ACAPT CENTENNIAL SCHOLAR DISCUSSION

- > Raise hand and we will bring you up in the queue
- > Do you have any ideas, references, contacts and/or resources that you would recommend to Erin as she works through her investigation this coming year?



# THANK YOU!!

## OUTGOING BOARD MEMBERS



# NOMINATING COMMITTEE

Marcia Himes, PT, DPT, DHSc  
Chair, 2019 - 2020  
Member, 2017 - 2019





# ACADEMIC DIRECTORS-AT-LARGE



Susan Tomlinson, PT, DPT  
2018 - 2020



Nancy Mulligan, PT, DPT  
2018 - 2020

# CLINICAL DIRECTORS-AT-LARGE



Chrissy Ropp, PT, DPT,  
GCS, CEEAA  
2016 - 2020



Kara Lardinois, PT, DPT, C/NDT  
2016 - 2020



# INSTALLATION OF OFFICERS SECOND TERM

- > Tawna Wilkinson, PT, DPT, PhD – Vice Chair
- > Jamie Bayliss, PT, MPT, DHSc – Secretary
- > Matt Calendrillo, PT, DPT, BOCOP – Clinical Director-at-Large
- > Janette Scardillo, PT, DPT – Nominating Committee Chair

# INSTALLATION OF NEW OFFICERS ACADEMIC DIRECTORS-AT-LARGE



Lisa Black, PT, DPT  
Creighton University

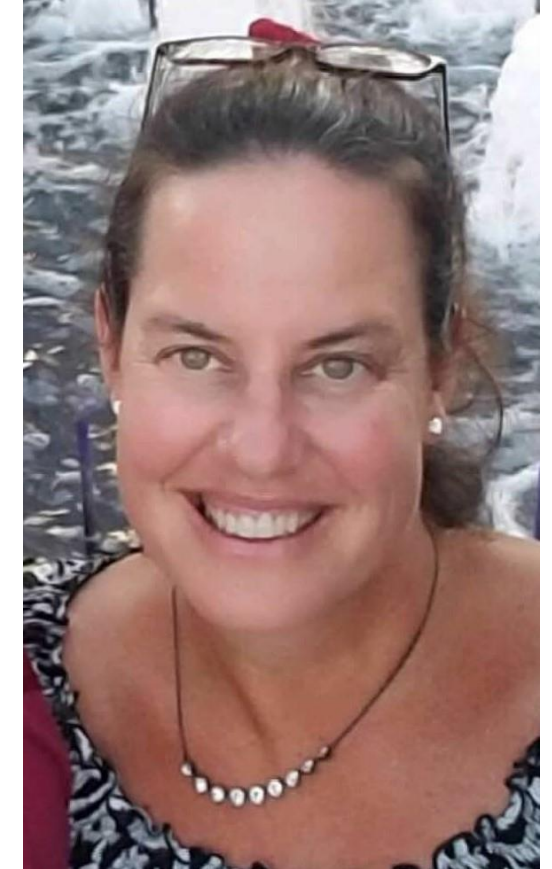


Chris Cesario, PT, DPT, MBA  
Northeastern University

# INSTALLATION OF NEW OFFICERS CLINICAL DIRECTORS-AT-LARGE



Colette Pientok,  
PT, DPT, OCS  
Memorial  
Hermann's Sports  
Medicine and  
Rehab



Tabitha Bonney Rozeboom, PT  
Sharp Healthcare

# INSTALLATION OF NEW OFFICERS NOMINATING COMMITTEE

Jamie Dehan, PT, DPT, MS, PhD  
University of St. Mary





## Thank you! National Consortium of Clinical Educators (NCCE) contact info:

- [ncce@acapt.org](mailto:ncce@acapt.org)
- <https://acapt.org/ncce>
- [facebook.com/acapt2](https://facebook.com/acapt2)
- [twitter.com/acapt2](https://twitter.com/acapt2)
- [www.linkedin.com/company/acapt](https://www.linkedin.com/company/acapt)