Exploring Development of a Clinical Education Resource Hub

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> Jaclyn Carson, PT, DPT
> Lori Gusman, PT, DPT, MS
> Janice Howman, PT, DPT, MEd
> Susan Tomlinson, PT, DPT
NCCE BOARD MEMBERS ASSISTING WITH SESSION

> Jamie Bayliss, PT, MPT, DHSc
> Lisa Black, PT, DPT
> Chris Cesario, PT, DPT, MBA
> Robin Galley, PT, DPT, OCS
> Marcia Himes, PT, DPT, DHSc
> Veronica Jackson, PT, DPT, WCC
> Kara Lardinois, PT, DPT, C/NDT
> Nancy Mulligan, PT, DPT, OCS
> Katie Myers, PT, DPT
> Colette Pientok, PT, DPT, OCS
> Chrissy Ropp, PT, DPT, GCS, CEEAA
> Tabitha Bonney Rozeboom, PT
> Janette Scardillo, PT, DPT
> Tawna Wilkinson, PT, DPT, PhD
PAST REGIONAL NETWORKING SESSIONS
PRESENTATIONS/REPORTS
HTTPS://ACAPT.ORG/RESOURCES/CLINICAL-EDUCATION
STRUCTURED NETWORKING SESSIONS TO GATHER INFORMATION

> ELC 2016 – inaugural meeting
  - Getting to know consortia
  - Publication:

> ELC 2018
  - Gathering perspectives on national, regional, and local communications
  - Publication:
GENERAL NETWORKING SESSIONS

> ELC 2017
  - Discussions about academic-clinical partnership, capacity and variation

> ELC 2019
  - Brainstormed strategies for building a clinical education network structure
  - Follow-up: NCCE capstone project for APTA’s Centennial Scholar program
    - Investigating feasibility of developing a clinical education database to connect stakeholders and enhance communication
ELC 2020 - CLIN ED RESOURCE HUB

Why???

> 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)
ELC 2020 SESSION OBJECTIVES
DURING THIS SESSION, PARTICIPANTS WILL:

> **Primary objectives**
  - Discuss the concept and components of a clinical education resource hub including organization and submission/vetting process
  - Using sample resources, provide feedback on how they might fit into a clinical education resource hub

> **Added bonus.....**
  - Learn about other stakeholders resources!!!
> More clinicians than academicians!!
  - Clinicians = 230 (67%)
  - Academicians = 111 (33%)

> Mostly PT Educators
  - PT = 223 (65%); PTA = 25 (7%)
  - Both = 88 (26%); Neither = 5 (2%)
PRE-SESSION SURVEY
GEOGRAPHICALLY – 36 STATES REPRESENTED

States with <10 respondents
- CT, NY, NC, DC, GA, RI, TN, TX, IL, IA, KY, ME, VA, MN, MS, SD, VT, AZ, AR, DE, IN, KS, MD, MT, NV, ND, OR, WI

States without representation
- AK, CO, HE, ID, LA, MO, NH, MN, OK, SC, UT, WA, WV, WY
### ORGANIZATION OF HUB

<table>
<thead>
<tr>
<th>TYPES OF RESOURCES</th>
<th>Most Important (N = 273)</th>
<th>Somewhat Important (N = 272)</th>
<th>Least Important (N = 240)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses and presentations</td>
<td>72%</td>
<td>21%</td>
<td>5%</td>
</tr>
<tr>
<td>Examples from other CE stakeholders</td>
<td>52%</td>
<td>40%</td>
<td>6%</td>
</tr>
<tr>
<td>Peer-reviewed published scholarly work</td>
<td>52%</td>
<td>39%</td>
<td>5%</td>
</tr>
<tr>
<td>Resources from professional organizations</td>
<td>47%</td>
<td>38%</td>
<td>10%</td>
</tr>
<tr>
<td>Networking resources</td>
<td>29%</td>
<td>43%</td>
<td>25%</td>
</tr>
<tr>
<td>Instructional technology resources</td>
<td>22%</td>
<td>47%</td>
<td>26%</td>
</tr>
<tr>
<td>Non peer-reviewed scholarly work</td>
<td>0%</td>
<td>28%</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Others suggested:**
- Collaborations (discussion forums, journal club, etc.)
- Guidelines (CAPTE, CPGs, policy, regulatory, etc.)
- Toolkit (exceptional student, remediation, assessment/rubrics, etc.)
- Opportunities for CE partners (research, inservice)
- Manuals/forms
- Best practice models and documents
- Clinical affiliation info
- Social media
## Content Areas/Keywords

<table>
<thead>
<tr>
<th>Content Areas/Keywords</th>
<th>Most Important (N = 272)</th>
<th>Somewhat Important (N = 270)</th>
<th>Least Important (N = 256)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical teaching strategies for students</td>
<td>77%</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td>Clinical educator training</td>
<td>71%</td>
<td>20%</td>
<td>6%</td>
</tr>
<tr>
<td>CE curriculum development</td>
<td>47%</td>
<td>36%</td>
<td>13%</td>
</tr>
<tr>
<td>Student performance assessment</td>
<td>37%</td>
<td>47%</td>
<td>13%</td>
</tr>
<tr>
<td>Academic-clinical partnerships</td>
<td>33%</td>
<td>33%</td>
<td>28%</td>
</tr>
<tr>
<td>Supervision guidelines</td>
<td>30%</td>
<td>40%</td>
<td>26%</td>
</tr>
<tr>
<td>Models of clinical education</td>
<td>27%</td>
<td>43%</td>
<td>26%</td>
</tr>
<tr>
<td>Learning environment (e.g. professionalism, inclusion)</td>
<td>21%</td>
<td>51%</td>
<td>24%</td>
</tr>
<tr>
<td>Interprofessional education</td>
<td>14%</td>
<td>47%</td>
<td>32%</td>
</tr>
<tr>
<td>Telehealth</td>
<td>6%</td>
<td>27%</td>
<td>62%</td>
</tr>
</tbody>
</table>
> Other content areas/keywords suggested:

- CI/DCE tools
- Compliance and legal (rights and responsibilities)
- Communication and collaboration
- Research trends
- Patient education
- Student psychosocial
- Site development
ASSESSING SUBMISSIONS

Factors/Metrics to Assess Quality

- Evidence-based, grounded in theory, pedagogically sound: 65.8%
- Contemporary/relevant to CE community: 58.4%
- Useful across the continuum of learning: 57.1%
- Promote continual assessment and improvement: 54.6%
- Foster engagement, active learning: 52.4%
- Well-written, person-centered, reflections considerations of DEI: 50.3%
- Promote stakeholder or student growth: 48.1%
BREAKOUT SESSIONS

> Overview of different breakouts
  - Breakout room 1 – ACL Virtual Reciprocity Ring and Consortium Website
  - Breakout room 2 – PT/PTA CI Outstanding CI Award and Student Anxiety Presentation
  - Breakout room 3 – Student Data Form and CI Training
  - Breakout room 4 – CI/Facility of Year Award and Collaborative Care Model
  - Breakout room 5 – Collaborative Placement Scheduling and How-To Guide for CI

> Purpose
  - Resource = simply an example
  - Primary focus = how we may organize the resource into a hub
  - Bonus benefit = learning about a new resource
BREAKOUT SESSION FLOW

> Facilitator will lead a process about the resource
> 20-30 participants per group
> We will gather data via the chat feature & open discussion
> We will conduct this process across both resources

- Keep a focus on:
  - **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?

* Remember the **focus** is on **process** as it relates to a resource hub not the content of the resource.
WELCOME BACK

> Highlight from each breakout session (scribes report)

- Breakout room 1 – ACL Virtual Reciprocity Ring and Consortium Website
- Breakout room 2 – PT/PTA CI Outstanding CI Award and Student Anxiety Presentation
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VETTING RESOURCES
SURVEY RESULTS – WANT QUALITY RESOURCES!

> What should the outcome of the resource assessment process be? (N = 267)

- Develop a threshold and only include resources meeting the quality level expectations. (56.9%)
- Include all resources submitted showing grade/rank/outcome of review. (36.0%)
- Include all resources submitted with no indication of grade/rank/outcome of review. (6.4%)

➢ Other:
  ▪ Combine options, include all with grade/rank if meets certain threshold
MOVING FORWARD WE NEED...

> Resource submissions (N = 269)

> Committee to review submissions

Q14: How likely would you be to submit a resource to this hub?
### Q1: How would you describe your primary role in physical therapy clinical education?

<table>
<thead>
<tr>
<th>Role</th>
<th>Total</th>
<th>Very likely</th>
<th>Likely</th>
<th>Neither likely nor unlikely</th>
<th>Unlikely</th>
<th>Very unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>269.0</td>
<td>21.0</td>
<td>97.0</td>
<td>103.0</td>
<td>36.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Academician</td>
<td>93.0</td>
<td>12.0</td>
<td>44.0</td>
<td>28.0</td>
<td>7.0</td>
<td>2.0</td>
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<tr>
<td>Clinician</td>
<td>176.0</td>
<td>9.0</td>
<td>53.0</td>
<td>75.0</td>
<td>29.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Academician</td>
<td>34.6%</td>
<td>57.1%</td>
<td>45.4%</td>
<td>27.2%</td>
<td>19.4%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Clinician</td>
<td>65.4%</td>
<td>42.9%</td>
<td>54.6%</td>
<td>72.8%</td>
<td>80.6%</td>
<td>83.3%</td>
</tr>
</tbody>
</table>

### Q14: How likely would you be to submit a resource to this hub?

<table>
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<tr>
<td>21.0</td>
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<td>36.0</td>
<td>12.0</td>
</tr>
</tbody>
</table>
FOSTERING SUBMISSIONS/SHARING
OVERCOMING BARRIERS, MAXIMIZING FACILITATORS

Most cited barriers
- time
- knowledge
- support
- none
- ease of submission
- not interested
- peer reviewed
- restrictions
- confidence
- other requirements

Most cited facilitators
- ease of submission
- experience
- collaboration
- funding
- invitation
- relevant
- workshop
- time
- not sure
- scholarship acknowledgement
WHAT CAN NCCE DO IN DEVELOPMENT PHASE TO FOSTER SUBMISSIONS?

- Share specific suggestions to ensure ease of submission, helpful training ideas, resources you know of/are interested in (send invite)
- Other ideas/suggestions?
THANK YOU TO EVERYONE WHO SHARED A RESOURCE!!

> 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
Thank you! Enjoy your 2020 Virtual ELC!!

National Consortium of Clinical Educators (NCCE) contact info:

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- https://acapt.org/about/consortium/NCCE
- facebook.com/acapt2
- twitter.com/acapt2
- www.linkedin.com/company/acapt