



ACAPT Centennial Scholar Application

Announcement

ACAPT is pleased to support The APTA Centennial Scholars Program by sponsoring one (1) Scholar who will work with ACAPT to design and complete a capstone project that addresses an existing need or strategic initiative. The selected scholar will also benefit from the guidance of an APTA-appointed mentor, who will work directly with multiple scholars from other APTA components in small groups to support the completion of their projects. APTA will provide a curriculum over the 12-month period of the program that will run throughout 2021. The curriculum will cover association leadership and management topics and be delivered through three face-to-face meetings and regularly scheduled virtual learning experiences.

Purpose

The APTA Centennial Scholars Program is designed to build a cadre of future association leaders. Demonstrating APTA's investment in the sustainability of the association as it begins its next 100 years, the program will support our collective quest for a diverse and prepared leadership pool.

Benefits to Scholars:

- Expand awareness of issues and challenges facing APTA and the association community.
- Increase leadership skills and recognize arenas in which to apply unique contributions.
- Make an immediate positive impact through the capstone project.
- Network with fellow APTA leaders on a personal and professional level.

Capstone Project Options:

ACAPT has four options from which a prospective Scholar may select as one as their project. The options are:

1. Work with the [National Consortium of Clinical Educators](#) (NCCE) to review current benefits and challenges with existing clinical education data management systems in order to design the concepts for the creation of one centralized database that would support all programs, their clinical partners, and students.
 - a. Background: Since PT education shifted from hospital-based to university-based programs in the mid-1900s, the profession has relied on local academic-clinical partnerships to provide the clinical education experiences needed to develop entry-level clinicians. As the profession advanced degree requirements, the clinical education curriculum expanded resulting in a need for greater geographic breadth and quantity of academic-clinical partnerships. According to [CAPTE aggregate data reports](#), the average number of clinical education sites for a PT program increased from 267 in 2000 to 537 in 2019. The ongoing proliferation of PT programs coupled with the growth of clinical education curricula has created an environment of increasingly shared clinical education resources and overlapping partnerships. Most, but not all, regions of the country have developed some level of collaboration through a grassroots regional clinical education consortium. These consortia primarily serve as peer networks for facilitating clinical faculty development and dissemination of clinical education resources with few routinely sharing data to streamline communication and operational procedures such as the placement process. Most academic programs continue to manage their clinical education curriculum and data independently using an array of homegrown and commercially available software products. This



- has led to frustrations for Site Coordinators of Clinical Education (SCCE) who have to learn multiple systems in order to communicate with all of their academic partners. It has also limited research, assessment, and benchmarking opportunities as it is impossible to aggregate data at a national or regional level. Through this project, the Scholar will engage local, regional, and national clinical education stakeholders to identify the structure, components and technology needs for developing a centralized clinical education database that will support academic-clinical partnerships on a broader level.
- b. 5/hours a week
 - c. The ideal candidate for this project will:
 - i. Have some knowledge of the current systems used by academic programs and clinical partners to place students in clinical rotations
 - ii. Have some experience managing database systems (e.g. excel, EXXAT)
 - iii. Ability to work with multiple stakeholders in the clinical education community
 - iv. Have 3-5 years of experience managing a clinical education program as either a Director of Clinical Education (DCE) or SCCE
 - v. Be a faculty member involved in the clinical education curriculum at an NCCE member institution (e.g. DCE, Assistant DCE) or a clinical educator at the clinical education site that is the member institution's clinical partner in NCCE
 - vi. Be an engaged member of a regional clinical education consortium or other regional or local clinical education network
 - vii. Be knowledgeable in literature review and data collection techniques
 - viii. Possess a working knowledge of information technology and clinical education software
 - ix. Demonstrate creative, "big picture" thinking skills to develop innovative solutions
 - x. Demonstrate effective communication skills with multiple stakeholders such as Directors of Clinical Education, SCCEs, students, administrators, clinical education database vendors, etc.
 - xi. Attend to details and have strong organizational skills to maintain records, prioritize tasks, meet deadlines, etc.
2. Evaluate the factors that determine the ideal faculty:student ratio that ensures DPT graduates who are exemplars of excellence in the profession
- a. Background: current recommendations suggest 8 full-time faculty for every 32-40 students; however, this recommendation is based outdated information. Thus, there is no current "gold standard" to guide program directors in determining optimal faculty:student ratios. The purpose of this capstone project is to determine a "benchmark" target for faculty:student ratios in physical therapist programs.
 - b. 5/hours a week
 - c. The ideal candidate for this project will:
 - i. Have some working knowledge of faculty classifications (e.g. CAPTE's Core versus Associated Faculty), faculty roles and expectations; institutional variation in faculty classification (e.g. clinical versus academic faculty); CAPTE standards
 - ii. Experience with survey development and administration to gather current information regarding faculty:student ratios, and other personnel:student ratios (e.g. clinicians, TAs)



3. Review ACAPT's current organizational structure to determine the efficacy of its structure
 - a. It is unclear whether the current organizational structure of ACAPT is the ideal model for maximizing resources to achieve organizational goals. The purpose of this capstone project is to assess the efficacy of ACAPT's current organizational structure and to identify possible options for change
 - b. 5 hours/week
 - c. The ideal candidate for this project will:
 - i. Have some working knowledge of ACAPT's current structure
 - ii. Experience with program evaluation processes
 - iii. Interest in data collection via interviews with ACAPT Board members, member representatives, and individuals involved in organizations similar to ACAPT

4. Develop/compile educational materials and guidance to help programs ensure that students know how to manage their finances and minimize debt load.
 - a. Student debt is a topic of national debate across higher education, including PT/PTA programs. The purpose of this capstone project is to develop additional resources to ensure students develop financial literacy and strategies to reduce debt load.:
 - b. 5 hours/week
 - c. The ideal candidate for this project will:
 - i. Have some working knowledge of finance/budget principles
 - ii. Have some experience with searching databases to obtain current information on student gaps in financial literacy
 - iii. Identify financial literacy resources
 - iv. Experience generating educational objectives and generating engaging education materials to meet education objectives.

Requirements for all Applicants:

All applicants must:

- Be an early to mid-career physical therapist member of the APTA at the time of application and throughout the 2021 Centennial year.
- Be a core PT faculty member at an [ACAPT member institution](#) in good standing OR a clinical educator affiliated with an ACAPT member program in good standing
- Have support from their Department Chair or Manager for the time commitment necessary to the project selected
- Commit to the schedule highlighted below under "Key Dates"
- Commit to developing and completing a capstone project in collaboration with ACAPT, which may extend beyond 2021.
- Demonstrate a commitment to being a future leader; candidate sees themselves staying active within ACAPT for at least 3-5 years
- Value and demonstrate a team approach/orientation
- Possess a strong work ethic
- Exhibit a commitment to advancing [ACAPT's strategic priorities](#)

Preference will be given to individuals who have not previously had formal, extensive leadership training through programs such as ELI



Those not eligible to apply:

1. Members of the ACAPT Board of Directors
2. Individuals with a history of formal leadership positions in the APTA are not eligible
3. Individuals a defined leadership role within ACAPT such as on officer in a consortium or chair of a task force

Key Dates

- August 14, 2020 at 11:59 p.m. Eastern: Scholar's application deadline
- August 31, 2020: Scholars and mentors confirmed.
- September-December 2020: Scholars begin working with their sponsors to define capstone projects
- January 16, 2021: First mandatory **in-person meeting** of scholars and mentors during Founders' Day Weekend (New York, NY)
- February 23, 2021 (at the Combined Sections Meeting in Orlando, FL): Meet with the ACAPT Board to discuss questions, ideas, concerns, etc. This meeting may happen **virtually or in-person** if the Scholar is already attending CSM. The Board typically meets from 8am-4pm on this day, so the Scholar is asked to keep this day flexible for a 1-hour meeting with the Board.
- April 2021 (exact date TBD): Second mandatory **in-person meeting** of scholars and mentors at APTA's new headquarters (Alexandria, VA)
- June 2021 (exact date TBD) Provide a **virtual** progress report to the ACAPT Board
- September 12, 2021: Third mandatory **in-person meeting** of scholars and mentors during Centennial Gala Weekend (Washington, DC)
- October 21, 2021 (at the Educational Leadership Conference in Atlanta, GA): **Meet in-person** with the ACAPT Board to share results to date. The Board typically meets from 10am-5pm on this day, so the Scholar is asked to keep this day flexible for a 1-hour meeting with the Board.
- December, 2021 (exact date TBD) Provide a **virtual** progress report to the ACAPT Board
- Monthly, throughout 2021 - **virtual** check-in with assigned ACAPT liaison and/or staff
- Virtual learning experiences scheduled by APTA (timeline TBD)

Reimbursed Expenses

- ACAPT will refund the selected Scholar to attend the three mandatory APTA facilitated in-person events, which are currently scheduled for:
 - January 16, 2021, New York, NY
 - April 2021 [exact date TBD] in Alexandria, VA
 - September 12, 2021 in Washington, D.C.
- ACAPT will also refund the selected Scholar to attend any requested in-person meetings with the ACAPT Board to report on the progress of his/her project.
- ACAPT's reimbursement for these meetings will be for the following limits:
 - Travel: up to \$500
 - Ground transportation: up to \$50
 - Hotel: up to \$300
 - Breakfast: up to \$10
 - Lunch: up to \$20
 - Dinner: up to \$40



ACAPT's selection process and timeline

- ACAPT will begin reviewing all applications on August 15 using a rubric that factors all of the elements in this application

Application Deadline

August 14, 2020 at 11:59 p.m.

Expected Selection Notification Date

August 28, 2020

Required Application Materials

1. Completion of application below
2. Resume or CV detailing educational, professional, and volunteer service experience;
3. At least one letter of recommendation from a professional colleague who can attest to the Applicant's potential for future professional leadership, commitment to the profession, and ACAPT's mission and vision, as well as Applicant's ability to successfully complete the project selected;
4. One letter of affirmation from Applicant's Department Chair or Manager, confirming that the Applicant can meet the time commitment expected as outlined above
5. Execution of the attached assignment of copyright

About the APTA-appointed Mentors

APTA is accepting applications for mentors to the Centennial Scholars. The role of the mentor will be to work directly with up to four scholars to support the completion of their capstone projects and provide guidance throughout the curriculum. The application is available on [APTA Engage](#); the deadline to apply is Aug.15.

Mentor Eligibility

- Mentors must be an APTA member in good standing with previous national or component leadership experience, or they must be Catherine Worthingham Fellows or recipients of other APTA national honors and awards.
- Mentors must commit to attending the three in-person events; mentor travel and lodging is paid for by APTA.
- Mentors must commit to participating in at least two virtual meetings.
- Mentors must commit to guiding four scholars in the fulfillment of their capstone projects.
- Applications for mentor positions will be accepted via APTA Engage beginning in June 2020.
- The Centennial Scholar Work Group will select 25 mentors.



Application for the ACAPT Centennial Scholar

1. Your name
2. Your titles and credentials
3. Selected project title among the four options above
4. Why are you applying to the Centennial Scholars Program?
5. How does this project support your personal leadership development goals?
6. What unique contributions do you think you would make to APTA's and ACAPT's leadership pool?
7. In what ways might you and your experiences contribute to a more diverse and prepared leadership pool to lead the profession during the next 100 years?
8. What specific skills and strengths do you bring to the program that will serve your sponsoring component and the profession?
9. Describe a key past experience that contributed to your interest in leadership development, including how it contributed. The experience does not necessarily have to be physical therapy related.
10. What do you value most as an ACAPT member?
11. What do you value most as a PT professional?
12. Describe a clinical experience that you feel had a significant and valuable effect on your personal and professional growth?
13. What do you anticipate will be the most rewarding outcome for prospective Centennial Scholars?



Terms and Conditions for Appointed Individuals/Groups and the Development of Scholarly Works on behalf of ACAPT

The following terms and conditions are applicable to all individuals, task forces, and/or groups developing work on the behalf, or at the request, of the American Council of Academic Physical Therapy (“ACAPT”), whether or not developed in anticipation of publication in a scholarly journal or otherwise.

- “Deliverable” shall mean all source code, object code, technical specifications, data, operating manuals, user instructions, publications, or any other writing, whether in electronic or other format, prepared by any individual, whether in whole or in part, at the request, or on behalf, of ACAPT.
- All Deliverables shall be exclusively owned by ACAPT. An Intellectual Property Assignment, in substantially the same form as the attached Assignment, must be signed by all individuals before beginning any work on any task force or group sponsored by, or affiliated with, ACAPT. If such Intellectual Property Assignment is not executed, you shall not be permitted to work with any ACAPT task force or affiliated group. The Intellectual Property Assignment shall irrevocably assign all intellectual property rights, whether arising under patent, copyright, trademark, trade secret, or any other law, exclusively to ACAPT.
- Prior to submission of any Deliverable to any journal, treatise, or other publication, such Deliverable must be submitted to ACAPT for approval of publication, which may be withheld for any reason. If approved, ACAPT shall be identified as the owner or publisher of the Deliverable. At ACAPT’s sole option, each individual contributor to the Deliverable may be identified as such.
- You shall not have any authority or permission to distribute, publish, copy, or create derivative works of any Deliverable without the written permission of ACAPT, which may be withheld for any reason. If permission is provided by ACAPT, the following language shall be prominently displayed on the published version of the Deliverable: © American Council of Academic Physical Therapy (ACAPT) [year]

Intellectual Property Assignment

THE PARTIES TO THIS AGREEMENT ARE:

The Author:

Address _____

Contact Details: _____

The Assignee: American Council of Academic Physical Therapy (ACAPT)
a 501(c)(6) not-for-profit corporation in the Commonwealth of Virginia

Address: 1055 North Fairfax Street, Suite 205, Alexandria, VA 22314

Contact Details: Barbara Sanders, President of ACAPT and on behalf of the ACAPT Board of Directors

Contact: Executive Office: 800/920-8150 or acapt@acapt.org

Title / Description of Deliverable:

1. Representations and Warranties. The Author represents and warrants that:

- (a) Except for any contribution from another member of the ACAPT group or task force developing the Deliverable, he/she owns all right, title and interest in and to the Deliverable free and clear of any liens, claims and encumbrances;
- (b) Except for any contribution from another member of the ACAPT group or task force developing the Deliverable, he/she is the sole author and creator of the Deliverable, and such Deliverable does not include any material developed by any third party;
- (c) He/she has not registered the Deliverable with any copyright or patent office, nor has he/she registered any similar, derivative or joint versions of the Deliverable with any copyright or patent office;
- (d) He/she has the right and power to enter into this Assignment;
- (e) No contractual or other obligations exist which would limit his/her ability to assign the Deliverable as provided herein; and
- (f) No claim or dispute has been suggested, threatened, made or filed in connection with the Deliverable.



2. Assignment. The Author does hereby perpetually and irrevocably assign and transfer to the Assignee all of his/her rights, title, and interest, including any patent, copyrights, or trade secret rights, and any renewals or extensions thereto, in and to the Deliverable, without reservation or exclusion, including the right to copy and publish the Work, create derivatives of the Work, commercialize the Work, and/or seek patent protection in any country for any invention included as part of the Work.
3. Further Assurances. At no time hereafter shall the Author dispute, contest, or aid or assist others in disputing or contesting, either directly or indirectly, Assignee's exclusive right, title, and interest in the Deliverable. From time to time, at Assignee's reasonable request, and at its sole cost, the Author will promptly, and without further consideration, execute any and all documents that the Assignee deems necessary or appropriate to apply for, or obtain, registration or protection for the Deliverable or any invention included therein, or to effectuate the full assignment of the Author's rights in the Deliverable to it, in any country, including patent applications, renewals, extensions, continuations, or divisions, or copyright registration applications. If Assignee is unable for any reason to secure the Author's signature to any document required or appropriate for such purposes, the Author hereby irrevocably appoints Assignee and its duly authorized officers and agents as Author's agent and attorney-in-fact to: (a) execute and file such documents; and (b) do any other lawfully permitted act to further the prosecution of any application with the same legal force and effect as if executed by Author. The Author agrees that this designation and appointment constitutes an irrevocable power of attorney coupled with an interest. The Author further waives any and all moral rights he/she may have in the Work.
4. Ownership. The Author agrees that the Assignee shall from here on own all rights in and to the Deliverable, to benefit and dispose of such rights in any way and at its sole discretion.
5. Successors. The Parties agree that this Agreement shall be binding upon each of the party's legal successors and assigns.
6. Consideration. In consideration of this Assignment, the Owner acknowledges receipt of due and sufficient consideration.
7. Miscellaneous. Headings used in this Agreement are for convenience only and are not intended to be used as an aid to interpretation. Except as otherwise set forth herein, this Assignment contains the entire agreement between the parties concerning the assignment and ownership of the Deliverables. The terms of this Assignment are contractual and not a mere recital. This Assignment may be amended or modified only in a writing executed by all Parties. If any provision of this Assignment shall be deemed invalid or unenforceable, the validity and enforceability of the remaining provisions shall not be affected and such provision shall be deemed modified only to the extent necessary to make such provision consistent with applicable law. This Assignment shall be governed by and interpreted in accordance with the laws of the Commonwealth of Virginia (without regard to its conflict of law principles). The Parties submit to the exclusive jurisdiction of the State and/or Federal courts located within the Commonwealth of Virginia for any claims related to this Assignment.

Signed on this _____ day of _____ 20 ____.

Author: _____

Print Name: _____