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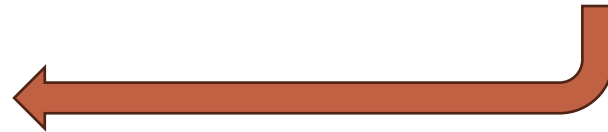
STRIVING FOR EXCELLENCE

WELCOME!

> Part 1 - Networking **Across** Regions

- Step 1 - Find a seat at a table with people from other regional consortia/geographic regions (**Please make every attempt NOT to sit with people from your region)

- Step 2 – Sign in

- Step 3 – Introductions at your table

> Part 2 – Networking **Within** Regions

- Using information and ideas gathered from part 1, regional colleagues will action plan

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EDUCATION LEADERSHIP CONFERENCE 2023 NATIONAL CONSORTIUM OF CLINICAL EDUCATORS 8TH ANNUAL REGIONAL NETWORKING SESSION!!

Expanding our mindset: Rethinking clinical education from the student perspective

> Janette Scardillo, PT, DPT
> Janice Howman, PT, DPT, Med
> Kelly Meyers, PT, DPT, CSCS
> Colette Pientok, PT, DPT, OCS
> Kelly Sass, PT, PhD

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ASSISTING WITH SESSION

CE COMMISSIONERS

> Matt Calendrillo, PT, DPT, BOCOP

> Carla Huggins, PT, DPT

> Katie Myers, PT, PhD

> Tara Paradie, PT, MSPT, DHSc(c)

> Paul Smith, PT, DPT

> Arvie Vitente, PT, DPT, PhD, MPH

NCCE BOARD MEMBERS

> Catherine Bilyeu, PT, DPT

> Tabitha Bonney Rozeboom, PT

> Amy Both, PT, DPT, MHS

> Amanda Crouch, PT, DPT

> Jamie Dehan, PT, DPT, PhD, MS

> Matt Garber, PT, DSc

> Janet Konecne, PT, DPT, PhD

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ASSISTING WITH SESSION

ADDITIONAL SCRIBES

> Jamie Bayliss, PT, MPT, DHSc

> Michelle Donahue, PT, DPT, EdD

> Shelly Lewis, PT, DPT, EdD

> Joe Palmer, PT, DPT

> Nikki Silberman, PT, DPT, PhD

> Steve Spivey, PT, DPT

> Alecia Thiele, PT, DPT, MSEd

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West Mountain (1)
* NW Intermountain Consortium

West North Central (3)
* Central ACCE Clinical Education Consortium
* Northern Plains CE Consortium
* Iowa CE Consortium

Great Lakes (5)
* Central Indiana CE Consortium
* Illinois PT Association CE SIG
* Michigan PT CE Consortium
* Ohio Kentucky Consortium
* Wisconsin PT Association CE SIG

New York/New Jersey (1)
* NY/NJ CE Consortium

Northeast Coast (1)
* New England Consortium

Middle Atlantic (4)
* Philadelphia Area CE Consortium
* Pocono Susquehanna CE Consortium
* Three Rivers Area Consortium
* Mid-Atlantic Consortium

Pacific (2)
* Intercollegiate Academic Clinical Coordinators Council
* Northern CA CE Consortium

West South Central (2)
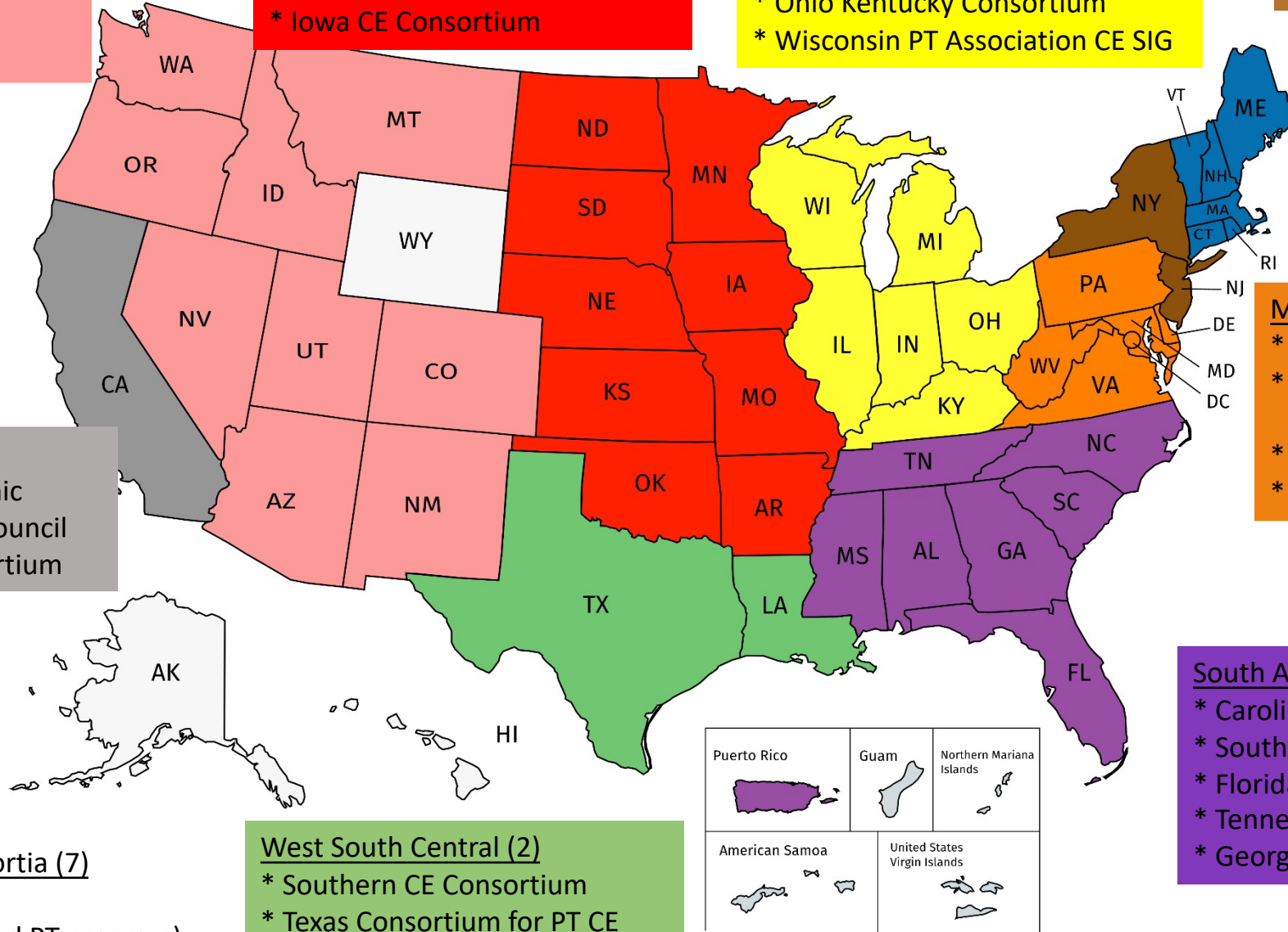* Southern CE Consortium
* Texas Consortium for PT CE

South Atlantic (5)
* Carolina CE Consortium
* Southern CE Consortium
* Florida Consortium of CE
* Tennessee CE Consortium
* Georgia Consortium of CE

States/areas without consortia (7)
*AL – Puerto Rico
*AK – HI - WY (no accredited PT program)

State labels on map: WA, OR, MT, ID, WY, NV, UT, CO, CA, AZ, NM, ND, SD, NE, KS, OK, MN, IA, MO, AR, TX, LA, WI, MI, IL, IN, OH, KY, TN, MS, AL, GA, SC, NC, FL, PA, WV, VA, NY, VT, NH, ME, MA, CT, RI, NJ, DE, MD, DC, AK, HI

Inset territories: Puerto Rico, Guam, Northern Mariana Islands, American Samoa, United States Virgin Islands

ANNUAL ELC REGIONAL NETWORKING SESSIONS

YEAR	TOPIC	OUTCOME
2016	Getting to know regional consortia (structure, functions, outcomes)	Collaborations in Clinical Education: Coordinating Top-Down and Bottom-Up Efforts to Advance Best Practices in Physical Therapist Education. *Journal of Allied Health*. 2018 Fall:47(3):e67-e74
2017	Envisioning Enhanced Academic-Clinical Partnerships	General discussions and networking about A-C partnership, capacity and variation
2018	Cruising the Communication Waterways of Clinical Education	Perspective in physical therapy education: creating a communication network to connect clinical education stakeholders. *The Journal of Clinical Education in Physical Therapy*. 2020; 2. https://doi.org/10.7916/jcept.v2.1962
2019	Brainstormed strategies for building national CE network structure	Foundational to ACAPT Centennial Scholar project (baseline CE database investigation)
2020	Exploring Development of a CE Resource Hub	Foundational to launching resource sharing webinars
2021	Networking for Excellence Across the Learning Continuum	Successful at connecting clinical educators with similar interests and innovative ideas for learning across the continuum
2022	Networking Around Data-Driven Decision-Making in Clin Ed	ELC 2023: submit abstract re: CE site visits (not accepted); promote broad A-C partnership through NCCE-CE SIG joint presentation (tomorrow!). Submit terms to common terminology glossary (A-C partnership, CE site visit)

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Powerpoints/reports available at: https://acapt.org/resources/clinical-education

2023 NETWORKING SESSION OBJECTIVES

- Increase awareness of students' perspective on facilitators and challenges related to preparing for and completing full-time CE experiences

- Share strategies available to assist students with logistics, communication, culture and professional formation before and during CE experiences

- Identify gaps in resources available for students in your region

- Develop an action plan or recommendation for local, regional and national collaborations to fill the gaps

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SESSION OUTLINE

> 1:00-1:10   Introduction

> 1:10-2:10   Before the CE experience: Logistics and Communication

> 2:10–3:10   During the CE experience: Culture and Professional Formation

> 3:10-3:30   NETWORKING BREAK

> 3:30-4:30   Identifying gaps and generating action plans or recommendations

> 4:30-4:45   Sharing plans and recommendations

> 4:45-5:00   Questions, closing and organic networking

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Getting the student perspective

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PROCESS USED - LITERATURE SEARCH

- Challenge to find relevant literature regarding student perspective
  - Primary focus on student-CI relationship/CI Behaviors (Emery, 1987; Plack, 2008; Ozga 2016)
  - Didactic rather than CE (Plack, 2022)
  - Focus on PT Education outside of U.S. healthcare system (Shinozaki, 2020)
  - Other healthcare professions, e.g. medical and nursing students (Weurlander, 2018; Panda,2021; Rudland, 2022; Hakim, 2023)

PROCESS USED

Surveyed students

- Convenience sample (N = 18)
- Presenters queried their students to get their perspective about CE experiences

Asynchronous interviews

- SCCEs & DCEs recruited students who had completed at least 1 ½ full-time CE experiences
- 15 students from 8 different PT programs

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VIDEO DIRECTIONS

Complete a 1-2 minute video for each question

Encouraged to be honest

Requested no identifying information (ie: program, clinic site, etc.)

All students signed a consent form

PROCESS (CONTINUED)

> Questions for student videos:

- What did you find to be the most challenging thing as you prepared to go on your CE experiences?
- What did you find helpful in your preparation for CE experiences?
- What did you find to be the most challenging thing during your CE experiences?
- What did you find helpful during your CE experiences?

> Identified themes

- Chose video snippets to represent themes

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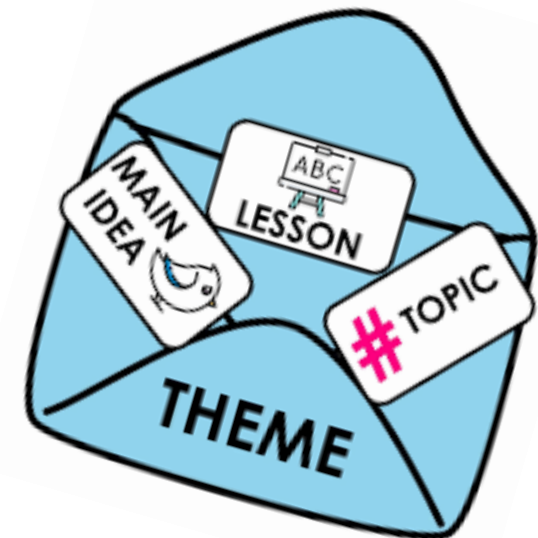
OVERVIEW OF TODAY'S NETWORKING

> Part One = networking ACROSS regions

- Watch student videos related to each theme

- Scribes at each table to record discussion

- Discussion questions/prompts for breakouts

  - Questions/prompts on slide and at table

> Part Two = networking WITHIN regions

- Develop action plans/recommendations for your regional priorities

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BEFORE the CE experience

1. Logistics
2. Communication

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LOGISTICS - THEMES

> Relocation

> Housing

> Onboarding procedures

LOGISTICS VIDEO

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BREAKOUT #1 LOGISTICS

- What are the most important resources for a student to have access to prior to their clinical experience?

- What are available resources to assist students with logistics?

- What are some ideas for resources that could be developed?

COMMUNICATION - THEMES

> Policies/Procedures

> Scheduling

> Sources of information (DCE, SCCE, CI)

COMMUNICATION VIDEO

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BREAKOUT #2 COMMUNICATION

- From the student perspective, what information is most needed and when?
- What/who is the best resource for this information?
  - Do these resources exist, or do they need to be developed?
- How can academic programs help facilitate this communication?

HELPFUL TIPS VIDEO

BREAKOUT #3 HELPFUL TIPS

- What commonalities exist between the student videos and your list of resources or strategies?

- Were there any surprises in what the students found helpful prior to the start of their clinical experience?

DURING the CE experience

1. Culture
2. Professional Formation

THINK ABOUT THESE QUESTIONS WHILE WATCHING THE VIDEOS IN THIS SECTION

> Which statement within the video do you think resonates most with the students you have interacted with in the past?

> What do you think is the root of the challenge identified by the students?

> What role did the expectations of the student play in the theme? Was that expectation appropriate?

CULTURE VIDEO

BREAKOUT #4
CULTURE

- Discuss preliminary questions

- What have you used to address or assist students/CIs/SCCEs based on the students' statements?

- Are there resources to assist with any of these topics? Or are there gaps that need to be addressed?
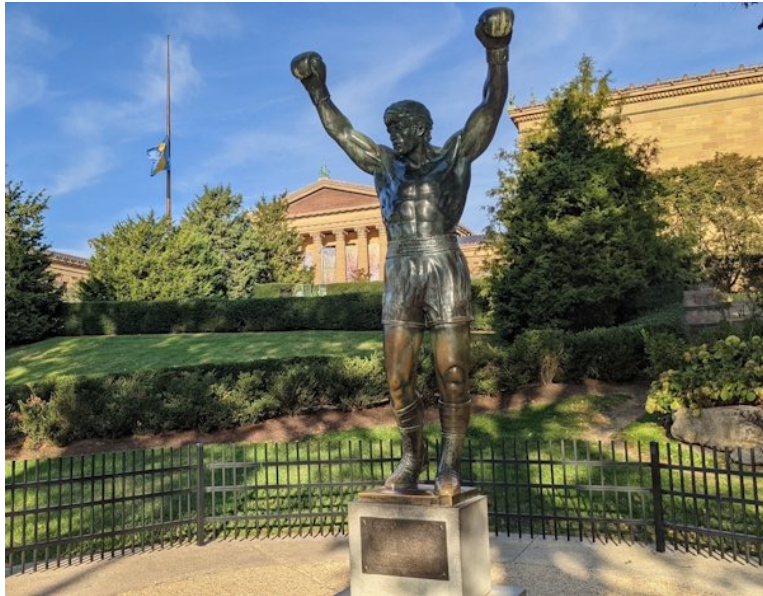
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PROFESSIONAL FORMATION VIDEO

BREAKOUT #5 PROFESSIONAL FORMATION

- Discuss preliminary questions

- What have you used to address/assist students/CIs/SCCEs based on those statements?

- Are there resources to assist with any of these topics? Or are there gaps that need to be addressed?

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What's your favorite break time activity when in Philly??

AUTHENTIC PHILLY CHEESESTEAK?

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NETWORKING W/IN REGIONS - SEATING CHART

> Table 1 = NY/NJ (8)

> Table 2 = NY/NJ (8)

> Table 3 = New England (3) - NY/NJ overflow (4)

> Table 4 = New England (8)

> Table 5 = Florida (7)

> Table 6 = Carolinas (8)

> Table 7 = Texas (8)

> Table 8 = Texas (8)

> Table 9 = Illinois and Michigan (8)

> Table 10 = Tennessee (7)

> Table 11 = IACC – Northern CA (4)

> Table 12 = Northern Plains, Central ACCE Coordinators, Iowa (7)

> Table 13 = Mid-Atlantic – Pocono Susquehanna – Three Rivers (10)

> Table 14 = Georgia, Northwest Intermountain (10)

> Table 15 = Ohio – Kentucky (9)

> Table 16 = Philadelphia (12)

> Table 17 = Philadelphia (12)

> **If you don't know your Consortium – please join a table "near" you (10)**

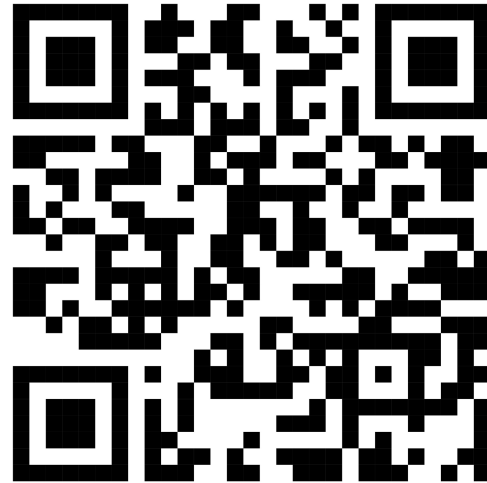ACAPT
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Action planning

1. Identify gaps - themes missed
2. Prioritizing needs
3. Generating action plans and recommendations

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WHERE ARE STUDENTS GETTING SUPPORT AND RESOURCES?
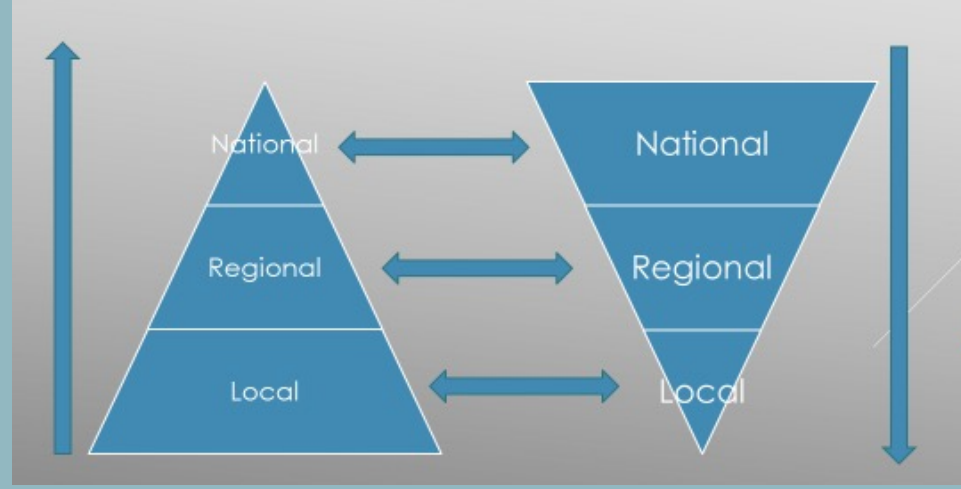
> Locally

> Regionally

> Nationally
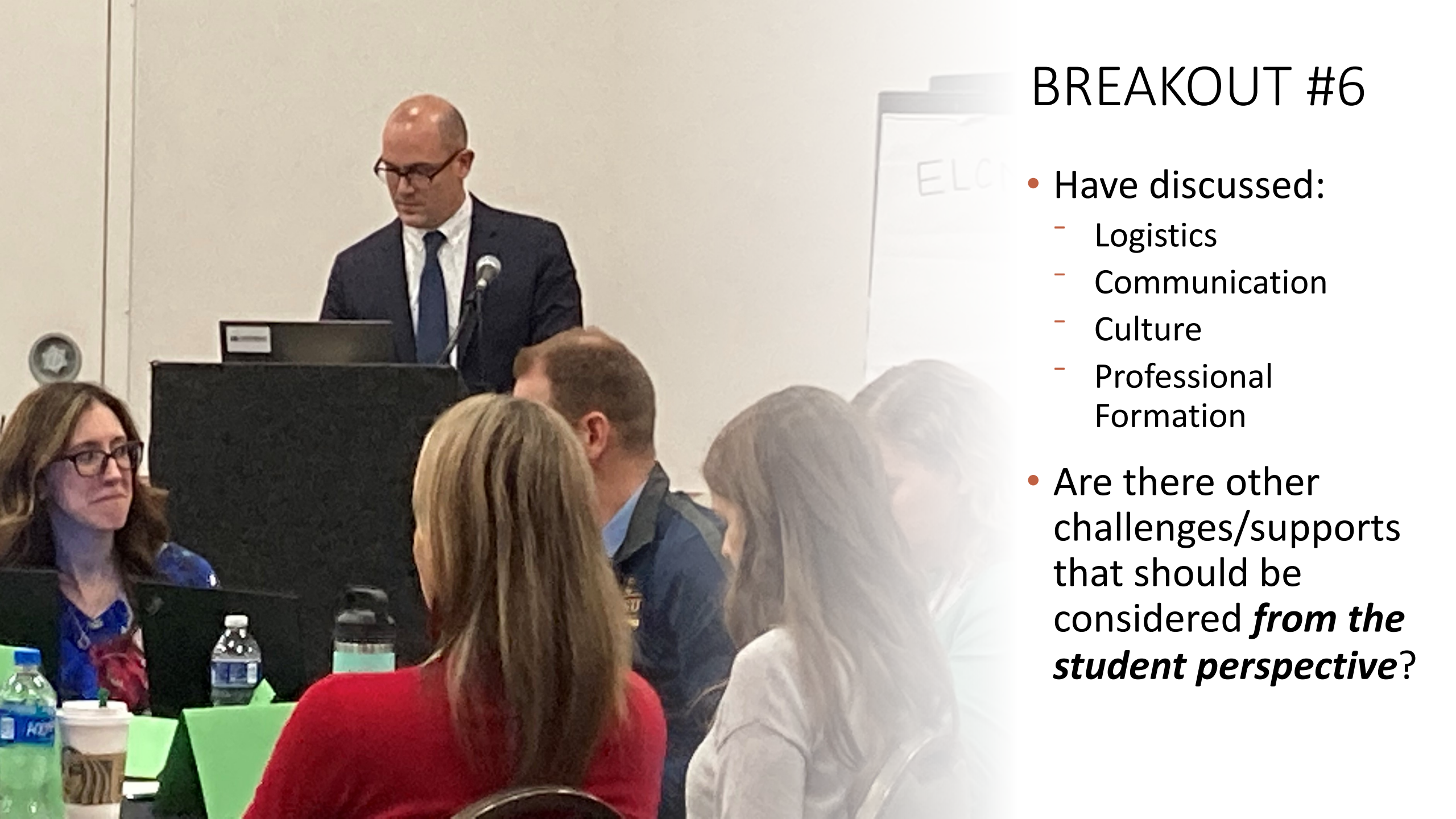

https://app.tophat.com/e/260845
Enroll in course

WHERE ARE STUDENTS GETTING SUPPORT AND RESOURCES?
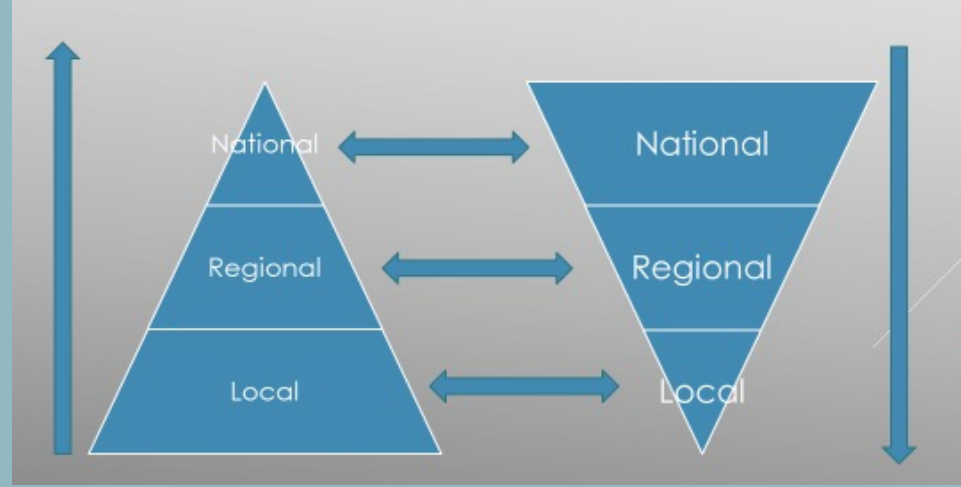
> My academic program/CE site provides a good amount of support and resources for students during their CE experiences (local level)

> Our regional consortium provides a good amount of support and resources for students during their CE experiences (regional level)

> Our national organizations (ACAPT, Academy of Education) provide a good amount of support and resources for students during their CE experiences (national level)

https://ohio.yul1.qualtrics.com/reports/public/b2hpby02NTFmMWRmYTQz
ZjZiNzAwMDg2MzIzZGYtVVJfME9tTFRESmJKOVZrU010

BREAKOUT #6

- Have discussed:
  - Logistics
  - Communication
  - Culture
  - Professional Formation

- Are there other challenges/supports that should be considered *from the student perspective*?

LOGISTIC RESOURCES AVAILABLE & NEEDED

> **AVAILABLE**

- Share your Nest; from AHEC for rural areas
- Facebook for traveling RN - Furnished Finder - Rotating Roost - Zeus living
- Housing availabe from CS; using classmates; network with other PT programs (DCE-DCE; student-student)
- Info available from AP (CSIF, Exxat, binders) – past PTSEs
- Director of Alumni or alumni association - connect students to alum who live in area of CS
- CS provide onboarding info to AP or to student early
- Recruiting platform to share onboarding/housing info to students (Yello)
- Exxat system alerts students about onboarding requirements needed
- Placing students at least 2-3 months ahead of time
- AP has info re: travel, housing, transportation options
- Sharing "cost" sheet of what logistics for CEE might be
- AP has endowment fund for students with CE needs

> **NEEDED**

- Multiple students to same area, to share housing cost
- Nationwide housing system (safe) – national housing resource (sites share data – house on Exxat)
- Students could document housing on eval or PTSE
- Shared housing between universities, student swap, subletting
- Regional communication about housing
- Student's parents could host or site CIs could host
- Consistency of time frames for requirements/ clinical dates
- Fund raising for housing costs
- Keep students local
- Standardized onboarding requirements - CE database for onboarding
- Streamline onboarding/communication between site- student
- Health fair to help students meet health requirements
- FAQ document on logistics
- Give estimation of cost of clin ed, literacy training in cost
- Scholarship opportunities (local, regional, state), underserved
- Centralization of placement process

COMMUNICATION RESOURCES AVAILABLE & NEEDED

> **AVAILABLE**
- PTSE has info, might not be used
- CSIF, might not be used
- Guide created by previous students
- Scrub closet/ business professional closet
- EXXAT profile and site info
- Guidance from DCE on communication with site
- Students connect to share experiences
- Site requirements accessible and in writing
- Sites send a welcome letter w/ name, number, hours, background of CI, patient population to expect
- Master learning contract, expectations at midterm and final

> NEEDED
- National template of site info
- Create a VERY paired down CSIF; Exxat too program specific, versus sharing site information across programs
- Short site-created videos or other communication strategies to provide info about the site
- Coach sites into developing a curriculum, written goals
- Have CI's come to class to "make nice" with students, or DCE contacting student/CI team earlier
- Standardization of SCCE role
- Include DCE in communication from SCCE to students
- Student manual
- SCCE share info with CIs about curriculum etc
- Develop generic onboarding info sheet, questions to ask
- Make a cheat sheet about students courses, needs etc
- Create a way connect new students to prior students that have been to a particular site before
- Develop questions for students to ask of CI, series of problem-solving options (if email doesn't get response, use phone, visit site - in professional dress)
- Use regional consortia to share information with clinicians

CULTURE RESOURCES AVAILABLE & NEEDED

> **AVAILABLE**
> - CI recognition certificate - CI gifts
> - CI requesting feedback about their performance
> - Student-to-student mentoring (2:1 model) - facilitate student networking
> - CI encouraging open communication; discuss/manage expectations - weekly form, SCIPIA
> - DCEs and SCCEs
> - Connect to DCEs: site visits - weekly emails - phone or zoom calls
> - Teach/advise students on self advocacy
> - Model APTA core values
> - Promote self-reflection
> - Design experiences around student interest--facilitate this via exposure, multiple CIs
> - Train/encourage students to reach out if uncomfortable learning environment - empower students to discuss concerns/difficult conversations
> - Yellow dig - discussion board for students to share experiences.
> - Use mini Situational Leadership (Ken Blanchard Group)strategies
> - Shadow day before clinic starts
> - Kobe Bryant YouTube - failure being the basis for everything he did
> - Thanks for the Feedback, book
> - Student Bill of Rights, Clinician Bill of Rights, Patient Bill of Rights
> - Use signal to let CI know the student needs help

> **NEEDED**
> - Introducing student in a way that builds them up, displays confidence in the student- elevates their status
> - Encouraging CIs to take time at beginning of CE to acclimate to environment
> - Encouraging students to do more internal self-assessment, train them in how to communicate with CI
> - Reinforcing with the CI/SCCE that reaching out to the DCE
> - entry level skill definition/understanding
> - expectation management from CI/site on skill level, progression
> - resources/funding for site visits, con ed
> - formal process of giving feedback to sites
> - CI training, teaching strategies, generation gaps may need education
> - Support CIs to attend CCIP
> - National landing spot for CIs on how to address specific, challenging situations
> - standardization of CI training requirements
> - More alumni resource/connectivity
> - Develop effective communication strategies for students to clinically reason with CI
> - Development of professional and competency objectives that are general
> - Use master adaptive learner concepts
> - Better differentiation in indentification of sites on their strengths/limits in working with students
> - use signal to let CI know the student needs help

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PROF FORM RESOURCES AVAILABLE & NEEDED

> **AVAILABLE**

- consortia statement on expected work hours to avoid excessive hours/burnout
- professional formation elements in curriculum--time management, communication, ethics, consequences
- training/orientation of transition to clinic--on feet all day, mental load, fatigue management
- books and podcasts on customer service/professionalism
- Program sets clear limits on clin ed hours when needed
- Physio U has emotional intelligence videos and conflict resolution videos to watch/debrief
- Lunch and Learns: Success through failure
- Provide a counceling center in college of healthcare sciences to help students deal with stressors outside hours day/evening calls
- Help students set boundaries and foster the ability to decide what boundaries are appropriate and need to be enforced
- Weekly Feedback forms

> **NEEDED**

- professional organization statement on workload/work hours appropriate for students to facilitate optimal learning
- Supports for assistance with resilance
- In Clin Ed preps describe differences and explore why between setting and patient care hours, other responsibilities (ie. peds school vs OP ortho
- CIs to get physio U access (availble but not widely used or known)
- "what to expect" videos or how to be professional...what is a normal work day for PT
- National database of videos from new grads or other students about professionals
- Clarify CPI 3.0 benchmarks outside of percent of case load as it pertains to rating overall student performance
- Role play for DEI issues, microaggresions, implicit bias and gender discrimination issues -
- Revisit mission and vision of academic institution - ask clinicians at annual retreat
- Need to understand the mismatch between expectations and experiences in the student
- Check for non-clinical issues (social determinants of health, other challenges outside of the clinicals.
- Fluid relationships between academic institutions and clinical partners
- get used to a clinic schedule while in the didactic phase, be purposeful with your hours in didactic phase to set you up for clinical work schedule
- having outside outlets for students to have discussions about how/what they are feeling
- mental and physical fatigue is real-can we find resources to support this

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BREAKOUT #7

- Prioritize solutions and/or supports needed for your region
  - From ideas generated in earlier breakouts
  - From other topics or challenges just discussed by your region

- Identify one priority to create an action plan

BREAKOUT #8 – DEVELOP AN ACTION PLAN OR RECOMMENDATION NEEDED IN YOUR REGION

> Be actionable and specific including:
  – An objective, measurable end goal
  – List of actions/steps needed to achieve the end goal
  – Estimated timeline
  – Where/Who should lead (local, regional, national initiative)
  – Consortium/region name and contact if desire collaboration

> Document plan on one of the flip chart post-it pages

> Each table will give a 30-second elevator pitch

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Sharing your region's priority and end goal/product

ELC SESSIONS THAT MAY BE OF INTEREST

> Thurs Oct 12 (5:30- 8pm) ACAPT business meeting – Salon E & F

> Fri Oct 13 (3:45-5:15pm) Clinical education partnerships: Off to the RACES
  - NCCE/CESIG joint session

> **Fri Oct 13 (5:30-7pm) NCCE business meeting – Salon E, level 5 ballroom**

> Sat Oct 14 (8-9:30am) CE SIG business meeting – Salon E, level 5 ballroom

> Sat Oct 14 (5:30-6:30pm) The Oxford Debate: Post graduate residencies – mandatory versus not mandatory – Salon E, level 5 ballroom

> Sun Oct 15 (8-9:30am) Rethinking clinical-academic partnerships: Working towards educational sustainability through more integrated relationships – Salon B, level 5 ballroom
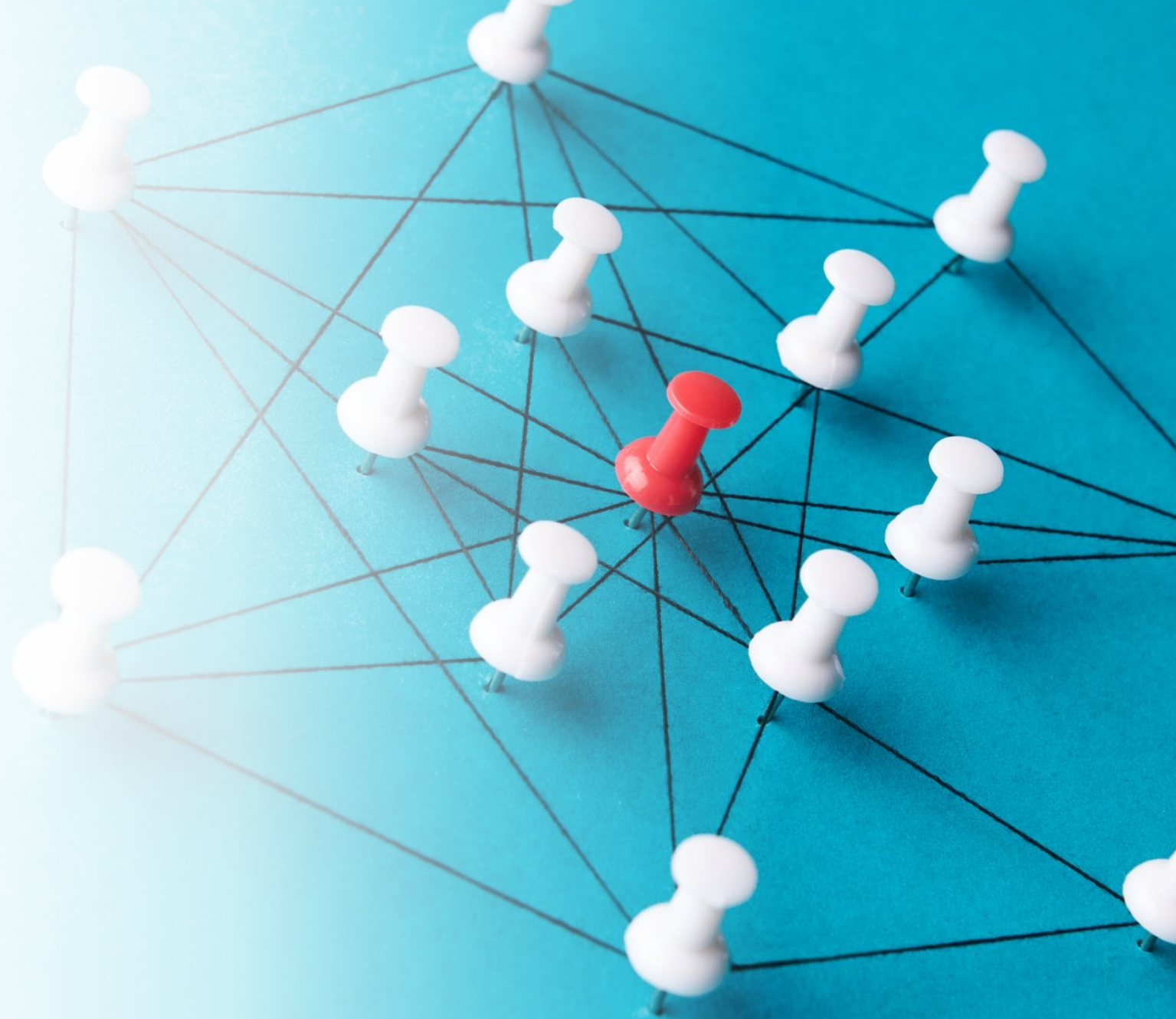
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Thank you!

> acapt@apta.org

> acapt.org
> *acapt.org/about/our-leadership/clinical-education-commission*

> facebook.com/acapt2

> twitter.com/acapt2

> www.linkedin.com/company/acapt

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QUESTIONS???

MAKE CONNECTIONS!

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