**MOTION TEMPLATE**

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**PROPOSED BY:** ACAPT Board of Directors

**That the following be adopted:**

That the 8 parameters presented as baseline expectations for integrated clinical education be adopted and disseminated for use by physical therapist educational programs.

These include:

1. Integrated clinical education may occur in any academic term prior to the completion of the didactic coursework leading to the completion of a terminal full time clinical education experience.

2. Integrated clinical education experiences will have specific desired outcomes that correspond to course and/or programmatic objectives.

3.Integrated clinical education experiences may be represented as a component of a didactic course or a standalone course that occurs in a synchronous fashion with other didactic coursework.

4. Integrated clinical education experience time frames are developed by the academic program based upon the course and/or programmatic objectives. Integrated clinical education may include full time and/or part time experiences.

5. Integrated clinical education experiences may occur in a variety of learning environments including campus or community based clinical or non-clinical settings, based upon the course and/or programmatic objectives. Integrated full time clinical education experiences that qualify for a program’s minimum number of clinical education weeks shall be completed in a physical therapy workplace environment or practice setting.

6. Integrated clinical education experiences shall include student assessments that are designed to link to the course or program objectives with expected student progression in professional behaviors, clinical knowledge, and/or skills.

7. Integrated clinical education experiences are coordinated by a faculty member of the academic program, in partnership with a coordinator from the clinical education site.

8. Integrated clinical education experiences are typically supervised by a course instructor and a preceptor. The preceptor may be an academic course faculty member, a clinical instructor, or other healthcare professional at the site the student is engaged in the experience, depending upon the course and/or programmatic objectives. Integrated full time clinical education experiences that qualify for a

program’s minimum number of clinical education weeks shall be supervised by a licensed physical therapist.

**Support Statement:**

SS: Participants in the Summit recognized both the value of ICE and the variability of ICE experiences within the educational programs. As a result, the participants agreed that the profession is best served by inclusion of ICE that is built on agreed upon standards for design and implementation. The 8 parameters developed by the ICE panel provide such guidance.

These parameters were developed after extensive review of the literature, engagement with stakeholders, discussion, and debate. Adoption of these parameters by ACAPT member institutions will ensure that ICE is developed using a standardized set of expectations yet continue to allow and encourage educational programs to involve their students in a wide variety of ICE experiences to meet unique needs or take advantage of unique situations. This guidance for ICE development will also assist faculty in ensuring that the experiences provided to students are based on sound educational practices.

The work of the ICE Panel also produced a set of Guidelines for Development of Integrated Clinical Education and a review of models of ICE documented in the literature. The guidelines are accompanied by questions for programs to consider as they work to develop the ICE experiences and processes. The models are linked to the parameters under consideration. If the parameters are adopted, the ACAPT Board will combine all of these resources into a single source for PT education programs use and reference. This compilation of resources will serve as a reference for the best practices in integrated clinical education.

If adopted, the ACAPT Board of Directors will share the definition and these parameters with the members of the Educational Leadership Partnership (ELP) for discussion on how to move forward with consistent use of the term integrated clinical education within the physical therapist clinical education community.

In addition, based on the findings of the panel that although models are described in the literature, there is little to no assessment of the *outcomes* of the various models described, the ACAPT Board will support educational research focused on programmatic outcomes of different models of integrated clinical education using standardized outcome measures.

**RELATIONSHIP TO PURPOSE AND OBJECTIVES OF THE ACAPT:**

Setting best practice standards in academic PT education.

**RELEVANT POSITION/STANDARD/GUIDELINE/POLICY/PROCEDURE:**

[Include current standard, position, guideline, policy or procedure if applicable]

Submit this form to the executive office at acapt@apta.org