



AMERICAN COUNCIL OF ACADEMIC PHYSICAL THERAPY

MOTIONS TEMPLATE

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1 **PROPOSED BY:** Board of Directors and National Consortium of Clinical Educators

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3 **TITLE:** Promotion of non-monetary benefits for clinical education experiences

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5 **MOTION:**

6 The American Council of Academic Physical Therapy (ACAPT) promotes the provision of non-monetary
7 benefits to clinical education sites and clinical instructors (CIs) for providing clinical education experiences
8 in entry-level physical therapist (PT) education.

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10 Non-monetary benefits, unlike promotional materials, demonstrate an institutional investment in clinical
11 sites/instructors and advance clinical teaching and practice to ensure excellence in PT clinical education.
12 These benefits, which are provided in a non-cash form (e.g. certificate of service, continuing education
13 courses, guest lecture opportunities, library access, CI credentialing courses, research opportunities, tuition
14 vouchers), must be relevant, useful, and accessible to clinical education sites and clinical instructors.

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16 ACAPT supports, in collaboration with other stakeholder groups, further investigation to identify benefits
17 that are meaningful and easily accessible to clinical education sites and CIs.

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19 ACAPT supports collaborative development and open access resource sharing among academic programs
20 to facilitate equitable access to and distribution of non-monetary benefits.

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22 **SUPPORT STATEMENT:**

23 This motion is intended to be complimentary to the position statement opposing payment for clinical
24 education experiences. Together, these motions maintain the integrity of the academic-clinic relationship,
25 reduce pass-through cost burden to students, and enhance excellence in clinical education.

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27 While many academic programs provide promotional materials (e.g. pens, goniometers, tape measures, etc.
28 with program logos) to their affiliating clinical education sites, clinical educators report more impactful
29 benefits in serving as a clinical instructor or a clinical education site. Clinical education administrators find
30 educating students advantageous for developing a pool of future employees and note hiring previous
31 students reduces the orientation and training time needed for a new employee to acclimate to the
32 environment. Research completed by the NCCE's Payment for Clinical Experience Task Force shows
33 benefits for serving as a clinical instructor comprise many aspects including but not limited to capturing
34 new ideas, developing the next generation, receiving library access, accessing the latest research, and
35 increasing job satisfaction. Currently, many CIs receive continuing education units (CEUs) for serving as a
36 CI (pending state rules and regulations), library access, and discounted or free CEUs. While CEUs are
37 offered, these resources are not always used due to courses not targeting specific CI practice-setting
38 interests or not being easily accessible. The intent of this motion is to focus on these more robust non-



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39 monetary benefits without interfering with programs' promotional activities.

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41 Through the Task Force survey, clinical education stakeholders identified several items which would be
42 useful for CIs including but not limited to: CEUs towards licensure renewal, free or reduced CI
43 credentialing course, social events with students, APTA membership or chapter sponsorship, conference
44 attendance sponsorship, guest lecture opportunities, collaborative presentations, and research opportunities.
45 While some of these have a monetary cost associated with it, others represent a more intangible benefit
46 (e.g. job satisfaction, social events, collaborative projects). Benefits to the clinical education site should
47 also be provided to assist with enhancing the learning environment. Additional stakeholder feedback
48 identified non-monetary benefits that would be advantageous to the clinical education site, not just the
49 individual CI, such as CEUs relevant to all healthcare disciplines, provision of CEUs on site or online, site
50 access to journal resources, and assistance with a clinic site research project.

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52 Clinical site and clinical instructor development are required criteria outlined by the Commission on
53 Accreditation of Physical Therapy Education and academic programs meet this criterion on an individual
54 academic program to clinical site level. This motion will support broadening this approach, as clinical sites
55 and instructors are shared resources and should benefit from equal access to development resources. Best
56 practice in clinical education can only be met through large-scale sharing of resources to decrease
57 variability in clinical teaching. Providing non-monetary benefits to clinical sites and clinical instructors
58 offers incentives targeted at enhancing quality of clinical education, strengthening student learning
59 experiences, and enriching the profession.

60
61 Academic programs identify time and workload as the top challenges limiting ability to build resources. In
62 addition, variability in institution type and processes may prohibit avenues to develop these resources.
63 Open source sharing will help overcome financial constraints experienced by some academic programs and
64 workload constraints faced by Directors of Clinical Education, Site Coordinators of Clinical Education and
65 Clinical Instructors as they strive to advance their clinical education curriculum while maintaining routine
66 functions required by their roles.

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68 **CURRENT POSITION/STANDARD/GUIDELINE/POLICY/PROCEDURE:**

69 ACAPT does not presently have a position on this issue

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71 **RELATED POSITION/STANDARD/GUIDELINE/POLICY/PROCEDURE:**

72 There are currently no related positions, standards, guidelines, or policy/procedures on this issue

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