



# AMERICAN COUNCIL OF ACADEMIC PHYSICAL THERAPY

## References for Education Research Committee

Recommendations from the *Excellence and Innovation in Physical Therapist Education, Part 2 – A Call to Reform* (Jensen et al, 2017)

Priorities	Goal
Address the shortage of qualified faculty and of academic leadership	Cultivate shared values of excellence, trust, respect, and collaboration.
	Develop shared leadership models that facilitate innovation and excellence.
	Foster innovation and risk taking to drive the shared vision.
Create strong, equal academic-practice partnerships that foster excellence	Build fair, creative, and responsible partnerships between academic and clinical faculty.
	Make clinical faculty full partners with the academic program.
	Require early authentic clinical experiences that provide for teaching and learning in the context of practice.
Infuse the learning sciences into the preparation of academic, clinical, residency, and fellowship faculty	Implement faculty development programs grounded in the learning sciences that facilitate an understanding of, and competence in, the pedagogy of learning for and through practice.
	Create learning environments in academic and clinical settings that provide opportunities for situated learning experiences that are intentional, sequenced, and occur frequently across the curriculum.
	Foster opportunities for physical therapist educational researchers to generate an evidence-based approach to teaching and learning.
Develop a continuum of professional performance expectations that are grounded in key competencies and support excellence in learner development	Require academic programs to participate in residency education to enable reciprocal teaching and learning between professional and postprofessional learners in communities of practice.
	Establish a comprehensive, longitudinal approach for standardization of performance-based learning outcomes grounded in foundational domains of professional competence.
	Create a national data set that includes essential metrics of performance outcomes, structures, and processes to guide future evidence-based change.

Focus curriculum content on societal needs for physical therapist practice	Demonstrate learner-centered teaching and patient-centered care in all settings.
	Make the profession's signature pedagogy, the human body as teacher, visible in all environments and available for further investigation.
	Develop consistent, shared language about the multifactorial movement system that can be used across academic and clinical settings.
	Develop a comprehensive, longitudinal approach to teaching, learning and assessment of clinical reasoning abilities.

Devote significant resources to enhance the diversity in the profession	Academic institutions must take a leadership role to create more diverse and inclusive learning and practice environments in order for the profession to have a positive impact on addressing the social determinants of health.
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Educate students to become moral agents as health care practitioners	Develop a strong sense of the moral foundations that underpin and are inseparable from practice in all physical therapists so that they develop the moral courage and ability to meet patients' needs. There must be faculty who have expertise in the moral foundations of practice and who collaborate with other faculty members to integrate the moral foundation of practice into learning throughout the curriculum.
	Prepare learners who act as moral agents and exhibit moral courage in addressing substandard practices.
	Act on our individual and collective responsibilities to society, or we jeopardize our status as a profession.
	Recognize the unique responsibility as academic programs to partner with the community in developing and implementing programs that place positive health outcomes to the community as their primary focus.

Achieve control of fiscal resources for physical therapist education	Develop leaders who can leverage resources to succeed in a rapidly changing health care system
	Develop strong leaders with a compelling vision.
	Focus attention across the profession on improved graduates' outcomes, the need to reduce the cost of education to students and society, and the acquisition of resources to support physical therapist education.
	Stop expending resources to identify a narrow set of specific academic organizational structures or curricular models for physical therapist education; expend resources to identify the best way to achieve excellence reflected in the findings of this study and recommendations.

	Assure that academic programs have control of their financial resources, and that they develop economic models for revenue generation through multiple means, and move toward larger programs as one means to increase the range and depth of faculty expertise and other necessary resources.
	Develop strategies so that academic programs become respected, valued partners within their organizations and have influence over their resources.

Take decisive action to demonstrate and increase the value of clinical education in the profession	Use reasonable productivity standards in clinical education sites that recognize the contribution of the CI/student team to patient care with analysis over relatively longer time frames.
	Include professional and postprofessional education in the missions of clinical education sites. All clinicians at clinical education sites should contribute to clinical education.
	Clearly articulate the financial and other benefits from clinical education.

ELP Education Research Strategy Meeting Outcomes:

Priorities	Goals	Strategies
Conceptual Framing	Develop a robust, longitudinal set of learner performance-based outcomes that span the continuum of professional education through postprofessional level. Academic/practice partnerships are critical. (Rec 2 from BPETF; Visions of the Possible)	Contract with an external consultant (non-PT) with advisory panel to establish a broad, overarching view and plan for design, process, and implementation.
		Contract with an external consultant, working with an internal stakeholder group, to facilitate review of AAMC process for development of EPAs and how that may be adapted for our use.
		Imbed education research projects that are part of the implementation phase, whether it is a pilot structure, development of assessment tools, etc. within all the initiatives (like EPAs, etc.)
		Develop a communication strategy, including/emphasizing the value proposition, for this work and how an individual can get involved.
Community	Develop the community of educational researchers, develop the network of this community, and enhance educational research via Educational Based Research Networks.	Offer programming that develops education research literacy.
		Identify the pool of interested persons who want to be mentored.
		Develop a multi-site network of mentors, known as the Education Based Research Network (EBRN).

		Identify mentors in collaboration with the Scholarship of Education SIG.
Academic Analytics/ Big Data	Create a centralized and searchable system to hold large data sets to facilitate easier analysis so processes and outcomes are more efficient and effective in order to drive innovation in academic and clinical education, practice, and workforce.	Conduct a comprehensive data needs assessment
		Explore what CAPTE data is currently available for use by educational researchers.
		Create a unique student identifier for physical therapy education to connect datasets, facilitate research for education and workforce purposes, and eliminate duplicate records.
		Create a centralized and searchable education research repository to facilitate access to past journal articles, session abstracts, and poster abstracts.
		Explore development of a centralized institutional data repository for physical therapy education.
Funding and Infrastructure	mentor faculty to increase those who are qualified education researchers to enhance success in attaining grant funds to increase the profession's education research capacity	Establishment of a new Grants and Mentorship in Educational Research (GAMER)
	Development of new Educational Research funding opportunities based upon identified priorities.	Review criteria for current funding opportunities for educational research and publicize using a link specific to educational research opportunities. Publicizing the Legacy Partners (Bequests) program of the Foundation for Physical Therapy with individuals who are interested in funding educational research in the future. Share information about the Bella J. May Scholarship Fund and the Mildred Wood Endowment Fund.

## Excellence in Physical Therapist Education

