Clinical Education Special Interest Group
January 2009 Newsletter

Greetings and a joyful start to 2009 to all of you!

This newsletter comes to you with cheers as we strive to continue networking for the benefit of clinical education on the national level. We wish you a fantastic year!

Updates on Current Issues
Update on Council for Physical Therapy Education:

Throughout the past year educational leaders have been involved in proposing a new organizational structure of physical therapy academic programs. Last fall at the October Educational Leadership Meeting a summary was provided from the AASIG taskforce that was charged with developing a proposal to establish a new organizational structure (council) of physical therapy academic programs. A majority of the AASIG meeting time was spent discussing the proposal in small and large group formats. During a session Saturday, all constituents (Academic Administrators, PTA Educators, Academic and Clinical Educators) had a chance to voice their opinions on the new group. Discussion focused on whether the council would exist within or outside of the APTA as well as what constituencies the council would represent. Following the meeting, a new workgroup representing the various constituencies was formed. Topics the workgroup has been working on include: Vision and Mission, Structure, Relationship with APTA and Relationships to Other Communities and Stakeholders. Updates from the workgroups will be presented at CSM during the AASIG and CESIG Business meetings. For notes from the fall meeting regarding the council information please feel free to go to aptaeducation.org and click on special interest groups to review the reports from the Educational Leadership Conference 2008.

Educational Leadership Conference-NATIONAL CLINICAL EDUCATION CONFERENCE:

The National Clinical Education Conference (NCEC) was held in conjunction with the forth annual Education Leadership Conference (ELC) in Phoenix, AZ on October 3-5, 2008. The programming had interactive sessions with joint meetings between the academic administrators, PTA administrators and clinical educators.

The CESIG worked closely with the Northwest Intermountain Consortium of Physical Therapy Programs to develop programming that included: APTA Basic Clinical Instructor Training and Credentialing Program, APTA Advanced Clinical Instructor Training and Credentialing Program, Ethics in Clinical Education, Teaching Ethics, Clinical Education Teaching Strategies, Legal issues in clinical education, and more! It was an exciting conference! Special thanks go out to the programs in the NIC for their support, collaboration and many man-hours of work: AT Still University, Eastern Washington University, Idaho State University, Northern Arizona University, Pacific University, Regis University, University of Colorado-Denver, University of Puget Sound, University of Montana-Missoula, University of New Mexico, University of Utah and University of Washington!

Based on education section member input, the survey sent to CESIG membership and previous conference evaluations, a focused National Clinical Education Conference will be held every other year, and therefore will not take place in 2009.

However, critical discussion *will* take place at the 2009 Educational Leadership Conference in collaboration with AASIG and PTASIG surrounding the future of education, including clinical education. This will be a time for *ALL* leaders in education (academic and clinical: Directors, DCE/ACCE, CCCE, CI) to discuss and problem solve critical issues. Potential topics at present include:

- Research platforms & programs
- Workgroups sessions to problem solve critical issues in clinical education
- Discussion about clinical education models or directions based on any actions/ruling CMS may take on student supervision

So with that in mind, please mark your calendars for the 2009 ELC: in Philadelphia, October 1-4, 2009. The clinical education program chairs will be posting notices for research platform presentations. If you any programming input of any kind, please feel free to contact any of the CESIG program chairs:

Dr. Heidi Dunfee: dunfee.heidi@mayo.edu
Dr. Peggy Gleeson: pgleeson@twu.edu
Dr. Reva Rauk: reva.rauk@hsc.utah.edu
Dr. Alecia Thiele: Alecia.Thiele@clarke.edu

Membership Information:

In accordance with Goal #1 of the Education Section Strategic Plan, CESIG officers have been working hard to increase active SIG membership of both academic and clinical educators. Efforts are underway to update contact information for current CESIG members and to reach out to physical therapists and physical therapist assistants who play key roles in the clinical education process. These endeavors are being conducted with the assistance of Dr. Gina Musolino, the Education Section's Representative-at-Large for Section Promotion and have resulted in a steady increase in CESIG membership. This year membership is 363; up from 336 last year!

UPDATE from the Department of Academic/Clinical Education Affairs, Jody Gandy, PT, DPT, PhD

1 **Clinical Instructor Education and Credentialing Programs**
   o Advanced CI Education and Credentialing Program (Advanced CIECP): The Advanced CIECP was launched January 2008 with the goal of facilitating the CIs ability to provide best clinical teaching and best clinical practice in managing students. This program is available APTA Credential CIs who are licensed PTs in the United States and Canada and have supervised, mentored, or taught at least one student since earning their CI Credential. Currently, there are 49 Advanced Credentialed Trainers available to teach the Advanced CIECP and 300 Advanced Credentialed CIs. To access information about this program, click here

   o Clinical Instructor Education and Credentialing Program (CIECP): The CIECP has credentialed more than 23,800 physical therapist and physical therapist assistant CIs in the United States and Canada since the program's inception in 1997. In addition, 2008 was a remarkable year with 180 courses provided by 169 Credentialed Trainers throughout the US and in Canada, resulting in the credentialing of more than 4,000 clinical educators in one year. To access information about this program, click here.

   o An article by Housel and Gandy was recently published on "Clinical Instructor Credentialing and Its Effect on Student Clinical Performance Outcomes" in the Journal of Physical Therapy Education, Winter, 2008: 43-51.

2 **Physical Therapist Clinical Performance Instrument (PT CPI):** The APTA PT CPI (Version 2006) was launched July 15, 2008 in a Web-based version by Academic Management Systems, Inc. (AMS), a subsidiary of Liaison International, in collaboration with APTA, using the company's market-leading assessment product– CoursEval™ as the underlying technology platform. AMS, provides to physical therapist programs registered to use the PT CPI Web, training and technical customer service. To date, 129 physical therapist academic programs are registered with AMS to use PT CPI Web of which 64 programs have actually entered their information in the system. All users of the PT CPI Web must complete the PT CPI online training and assessment program (free) prior to being able to access to the PT CPI Web. More than 9000 users have successfully completed the PT CPI online training and assessment program that will transition to the APTA Learning Center on January 26, 2009. A set of Directions for Use for accessing the PT CPI online training and assessment will be provided to all users through AMS and the academic programs. To access information about the PT CPI, click here.

AMS will be at CSM in Las Vegas (Booth #858) taking questions and giving brief demonstrations of PT CPI Web. Academic programs, both registered and non- registered, are welcomed and encouraged to stop by with questions, comments or suggestions about PT CPI Web. For the 2009 release of PT CPI Web, AMS will offer integration with a new web-based CSIF database and add a new feature that will facilitate the preparation of accreditation-related reports. In addition, we will offer information and provide demonstrations of two other PT software programs offered by AMS: SiteAssign (web-based clinical experience matching program that integrates with PT CPI Web) and PTAdmit (admissions software that works in conjunction with PT-CAS)."

3. **Physical Therapist Assistant Clinical Performance Instrument (PTA CPI):** Similar to the process used to revise the PT CPI, the PTA CPI is currently undergoing its first revision and is following a similar revision and testing process using an online training component and electronic format that will eventually lead to the conversion of the revised PTA CPI to a web-based format with consistent online training. As a first step, feedback and comments were obtained from stakeholder user groups of the PTA CPI and a first draft revision was developed by the Consultant Group on the Revision of the PTA CPI. This first draft revision was disseminated to PTA programs and PTA ACCEs, selected clinical sites and their respective PT and PTA CIs and CCCEs, Board of Directors, and others. The feedback provided was used to create a second version of this instrument that is currently being field tested. Field testing is scheduled to conclude May 31, 2009. PTA programs wishing to participate in the field-testing of the revised PTA CPI are encouraged to contact janetcrosier@apta.org in the Academic/Clinical Education Affairs Department.

4 **Draft Outcomes from Clinical Education Standards Conference and Regional Forums:** Draft outcome clinical education standards from the December 2007 consensus conference on clinical education were completed and made available on the APTA website. To access this document, click here. The first two regional forums were held in October 2008 in Pomona, California and Springfield, Massachusetts. An additional twelve regional/state forums are scheduled for 2009 and available to both invited participants and individuals interested in physical therapist clinical education from broad stakeholders groups including physical therapist academic and clinical educators, clinicians, managers, payers, and students. These forums will provide time to discuss and refine the draft consensus-based clinical education standards that will be used as a springboard for discussion. Participants will also suggest opportunities and resistances to achieving specific outcomes, remedies for implementation, and next steps needed to move forward with implementing a larger consensus on standards in clinical education. To access a schedule of the regional forums, click here.

5 **Professionalism Modules:** Three new online modules on Professionalism were launched in 2008 through the APTA Learning Center. These modules provide an Introduction to Professionalism, History of Professionalism in Physical Therapy, and Ethical Compass. These modules are free to members and are also prerequisite to completing the Advanced CI Education and Credentialing Program. Four additional modules are planned for 2009. To access these modules, click here.

6 **Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level** - A consensus conference was convened on August 23-25, 2007 to achieve consensus on a first draft document that describes the minimum required skills that every new PTA graduate should be competent in performing at entry-level. Consistent

with the process used for the Minimum Required Skills of Physical Therapist Graduates at Entry-Level, a modified Delphi survey to achieve larger agreement and refinement of the list of minimum required skills for PTAs at entry-level was posted electronically in March/April 2008. PT and PTA educators and clinicians, component leaders and members, board of directors, and members of AAOMPT were invited to complete the survey. Nearly 500 physical therapists and PTAs responded to the survey. The APTA Board of Directors approved the document at the November 2008 Board Meeting. To access this document, click here.

7 **Consultant Group on Interprofessional Professionalism:** APTA is facilitating a long-term interprofessional collaborative initiative to develop a "tool kit" on interprofessional professionalism to include mechanisms to assess interprofessional professionalism, teaching tools, and references and resources.   Members of this group represent AAMC, ADEA, AACP, APA, ASHA, NBME, AACOM, AACN, AACVM, and APTA. In 2008-09, the Consultant Group on Interprofessional Professionalism provided panel presentations with participant interaction on a set of draft entry-level behaviors, values, and attitudes that reflect interprofessional professionalism to each of the representative professions at their respective national conferences and at the 13th Annual Ottawa Conference in Melbourne, Australia. In addition, an Interprofessional Professionalism WIKI page (http://ippmg.pbwiki.com) was developed to facilitate interprofessional

communication and feedback about this topic. A survey of the 43 interprofessional professionalism behaviors is being conducted until March 1, 2009. To access this survey, click here. The group will be designing and disseminating a follow up survey in 2009 about the interprofessional professionalism behaviors and drafting their first article on the work completed to date.

CSM 2009
If you are able to attend CSM 2009 in Las Vegas, NV, we have posted the excellent Education Section Programming for this year. Also, please note the SIG meetings and the Education Section meeting. You are welcome to attend the SIG and Section Meeting. Attendance at both meetings is a great way to network with your colleagues who have shared interests.

If you are not attending CSM this year, please feel free to contact either of us on the section website link to share your ideas at the meetings and for future programming.

Tuesday, February 9, 2009
Education Section SIG Meetings
Education Section Academic Faculty SIG: 6:30pm   -   8:00pm
Education Section Academic Administrators SIG: 6:30pm   -   8:00pm
Education Section PTA Educators SIG: 7:30pm   -   9:00pm
Education Section Clinical Education SIG: 7:30pm   -   9:00pm

Wednesday, February 10, 2009
Education Section Platforms and Meetings
Education Section Platform Presentations
1:00 – 3:30pm
Education Section Business Meeting
5:00 – 7:00pm

Education Section Regular Programming

Sunday, February 8

Pre-conference Course - Systematic Effective Instruction: Grabbing Your Audience's Attention and Maintaining it Throughout Your Presentation - Day 1 (5.5): 1:00 - 6:30 pm

Education Section BOD Meeting: 5:00 - 9:00 pm

Monday, February 9

Pre-conference Course - Systematic Effective Instruction - Day 2 (8)**:** 8:00 - 5:00 pm

Pre-conference Course - The Scholarship of Teaching & Learning: The Role of the New DCE/ACCE for a Doctoring Profession (8): 8:00 - 5:00 pm

Tuesday, February 10

Innovative Instructional Methods in Pediatrics: Use of a Case-Based Clinical Framework to Teach Clinical Decision-Making Skills in Intervention (3): 10:30am - 1:30 pm

How Are You Leveraging Your Generational Diversity for the Year 2020? (3.5) : 10:30am - 2:00 pm

Bridging the Gap: What to Do When Your Student Knows More About EBP Than You Do! (3.5): 10:30am - 2:00pm

Student Retention: A Problem Worth Addressing (1.5): 2:30pm - 4:00pm

Revisiting Our Professional Generic Abilities: Have They Changed? (2): 2:30pm - 4:30pm

The Healthy Aging Project, It's a Trifecta: Teaching Healthy Aging, Interdisciplinary Skills and Community Involvement (2): 2:30pm - 4:30pm

Education Section Academic Faculty SIG Mtg: 6:30pm - 8:00pm

Education Section Academic Administrators SIG Mtg: 6:30pm - 8:00pm

Education Section PTA Educators SIG Mtg: 7:30pm - 9:00pm

Education Section Clinical Education SIG Mtg: 7:30pm - 9:00pm

Managing Diversity in Home Care: 10:30am - 1:30pm

Promoting Health and Fitness for Obese Adults Via Group Exercise Formats: 10:30am - 12:30pm

Physical Therapy - Who Needs It? Exposing and Forecasting Market Demands for Physical Therapy Services: A Differential Diagnosis Approach: 2:30pm - 4:30pm

Linda Crane Memorial Lecture - The Patient Puzzle: Piecing it Together: 2:30pm - 3:30pm

Evidence-Based Patient Education: Overcoming Barriers to Health Literacy: 3:00pm - 4:30pm

Wednesday, February 11

APTA PT Journal Program - Essentials of Writing and Reviewing Research Papers (2): **8**:00am - 10:00am

From Student Formation to Professional Obligation: Fostering Societal Responsibility Through Community Engagement (3): 8:00am - 11:00am

Dialogues on Doing The Right Thing: What Ethical Codes Are All About (3): 8:00am - 11:00am

Education Section Platform Presentation I (2.5): 1:00pm - 3:30pm

Education Section Platform Presentation II (2.5): 1:00pm - 3:30pm

Education Section Platform Presentation III (2.5): 1:00pm - 3:30pm

Education Section Platform Presentation IV (2.5): 1:00pm - 3:30pm

The Pauline Cerasoli Lecture: Are We There Yet?: 4:00pm - 5:00pm

Education Section Business Meeting & Reception: 5:00pm - 7:00pm

Credentialed Clinical Trainer Forum & Update: 7:30pm - 9:00pm

Co-Sponsored Courses:

Ethical Considerations and Practical Strategies to Empower Authentic Partnerships for Global and Local Community Engagement: 1:00pm - 3:45pm

Exploring Opportunities for Change and Improvement in Acute Care Physical Therapy: Lessons From the Science of Health Care Improvement: 1:00pm - 3:45pm

Thursday, February 12

Education Section Roundtable Discussions Meeting: 7:00 - 8:00 am

You're on Trial for Malpractice, Will You Lose Your License? (2.5): 8:00-11:00 am

Therapeutic Modalities: What Drives the Decision-Making Process? (2.5): 8:00-10:30 am

Ethics Tract:

Part 1 - Integrating Clinical Reasoning and Ethical Reasoning in Physical Therapist Entry-Level Education (3): 8:00am - 11:00am

Part 2 - "But Everyone's Doing It!" Is Ethics Education Preparing Practitioners to Cope With Commonly Accepted, but Unethical, Contemporary Practices in PT? (2.25): 1:00pm - 3:15 pm

Part 3 - An Integrated Case Family Series as a Curriculum Strategy to Enhance Cognitive, Cultural and Ethical Competence in the Classroom and Clinic (1.5): 3:30pm - 5:00pm

PTA Tract:

Teaching Students to Think: Curriculum Design to Facilitate the Development of Clinical Decision Making Skills in PTA Education (3): 8:00am - 11:00am

Integrating EBP Into a PTA Curriculum (3): 1:00pm - 4:00pm

An Interdisciplinary Approach to PT Education in Acute Care Using Standardized Patients and Human Patient Simulators (2): 1:00pm -3:00pm

Eugene Michaels Forum: Pain and Physical Therapy Practice: Preconceptions, Misconceptions and New Directions: 5:00pm - 6:45pm

Co-Sponsored Courses:

The Business of Balancing Research, Service and Teaching: A Program for Junior Faculty: 8:00am - 11:00am

Challenges and Solutions for Clinical Education in Hospital-Based Practice: 1:00pm - 4:00pm

Evidence-Based Behavior Modification Strategies for Patient/Client Management of Obesity Across the Lifespan: 3:00pm - 4:30pm

Government Affairs

APTA Celebrates Advocacy Successes In 110th Congress

In the 110th Congress, APTA had one of the most aggressive legislative agendas in its history, with four separate pieces of legislation (seven bills) on which APTA led advocacy efforts. APTA members responded strongly to the critical policy issues facing the physical therapy profession and more importantly, the lives of the patients the profession serves. During the 110th Congress, Association members sent 60,932 emails to Members of Congress. In 2008 we also saw an increase of more than 2,000 advocates from the previous year sending emails to their legislators.

Legislation that was successfully advocated by APTA's grassroots activism **resulted in more than $1.5 billion in Medicare payments to physical therapists from 2008 – 2010**. This legislation included the 2007 and 2008 Medicare bills [*the Medicare, Medicaid and sCHIP Extension Act HR (S. 2499)* and the *Medicare Improvement for Patients and Providers Act (HR 6331)*]. In addition, three APTA supported initiatives became law in 2008 including the Medicare bill, the Higher Education Opportunity Act, and falls prevention legislation (brief summaries are included below).

Medicare Improvements for Patients and Providers Act (HR 6331)

This legislation provided significant payment updates for physical therapists in the outpatient setting. Provisions included:

- An 18 month extension of the therapy cap exceptions process until December 31, 2009 to ensure access for seniors and persons with disabilities to physical therapy, occupational therapy, and speech-language pathology services.
- Continuation of the .5% update for the remainder of 2008 and a 1.1% update for 2009 in the conversion factor to maintain adequate payments to providers under the Medicare program. This provision overrides a scheduled 10.6% reduction in payments under the Medicare physician fee schedule for the reminder of 2008 and an additional 5.0% cut for 2009.
- Extension of the Medicare Work Geographic Practice Cost Index (GPCI) under the Medicare physician fee schedule to ensure payment equity and access to services in rural America.
- Increases the bonus payments for qualified providers that meet the criteria for reporting under the Physician Quality Reporting Initiative (PQRI) from 1.5% to 2.0% for 2009 and 2010 to improve quality in the Medicare program.
- Delaying competitive bidding of Durable Medical Equipment, Prosthetics, Orthotics, and Supplies (DMEPOS) under Medicare for 18 months by voiding Round 1 of the DMEPOS competitive acquisition program. This provision sets a new process for competitive bidding. DMEPOS items included in round 1 will be reduced by 9.5% to off-set the cost of this provision.
- Improvements in Medicare coverage of prevention services for seniors and persons with disabilities.
- Expansion in scope and duration of previously authorized medical home demonstration to improve access to primary health care.
- Adding hospital-based or critical access hospital-based renal dialysis centers, skilled nursing facilities, and community mental health centers to a list of originating sites for payment of tele-health services.

Higher Education Opportunity Act / College Opportunity and Affordability Act (HR 4137)

This legislation reauthorized federal programs in higher education. The final measure includes a provision that will enable physical therapists to participate in an existing student loan repayment program for health care professionals who provide services to children, adolescents, and Veterans. The Higher Education Act reauthorization also blocks efforts by the Department of Education to issue regulations imposing new requirements on accreditation of higher education programs (opposed by the Commission on Accreditation in Physical Therapy Education). **Please note - application for loan repayment is not yet available.** APTA is still waiting for the Department of Education to issue regulations that will provide physical therapists with the eligibility to apply and compete for student loan repayment up to $2,000 per year for up to five years. The legislation

specifies that the physical therapist must practice in an identified area of need and with children, adolescents, or veterans. This will be a competitive process with a number of other professionals eligible for this program. APTA will alert membership once the application is available.

Safety of Seniors Act (S. 845)
This legislation authorized a federal initiative to reduce falls in seniors. This legislation includes:

- The development of public and professional education strategies to raise awareness of and prevent falls in older people
- The encouragement of research both to identify older adults at high risk of falling and to evaluate falls interventions; and support demonstration projects aimed at preventing falls.

Debbie Ingram, PT, EdD
Education Section Government Affairs Liaison

Closing
Together we can make a difference! See you at CSM 2009!

Reva Rauk, CCCE Co-Chair Clinical Education SIG

Alecia Thiele, DCE/ACCE Co-Chair Clinical Education SIG