

THE PREREQUISITES,
PERFORMANCE AND PERCEPTION
OF THE ACCE/DCE IN EMERGING
DPT PROGRAMS.

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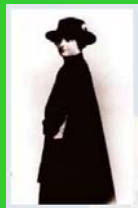
Dinosaur or Phoenix?



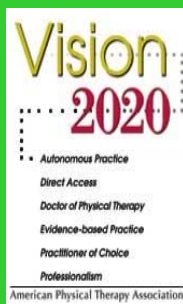
20 years ago today

Rose, SJ: The ACCE: The dinosaur of the Physical Therapy education program
Feitelberg, SB: Clinical education: dinosaur or phoenix?
Presented at the Second National ACCE Conference, Chicago, IL, September 26-8, 1986.
Doutinger, SS: (1988) Opinions and comments: the dinosaur of academic physical therapy. *Physical Therapy*, 68: 412-14

Times Have Changed



Mary McMillan
Reconstruction Aide 1921
Founder of APTA



**CAPTE
EVALUATIVE
CRITERIA
2006**

The 1986 ACCE Challenge

Rose and Feitelberg challenged the ACCEs

- To socialize into Academe
- Develop research capabilities
- Establish a domain for research in Clin Ed
- Become innovative and creative in addressing Clinical Education problems

Strickler, EM: (1991) JOPTe

The 1986 Challenge Update

- Who are we?
- What are we?
- How do we practice?
- Where are we now?
- Where are we going?

Methods

- Online National Survey (ASSET)
 - IRB
 - Validity
- 5 Investigators for consensus
Pilot panel of 17 field experts
- Analysis:
SPSS Frequencies/Percentages

Purposes of the study

- Demographics
- Prerequisites
- Performance/Practice
- Perceptions

Response Rate

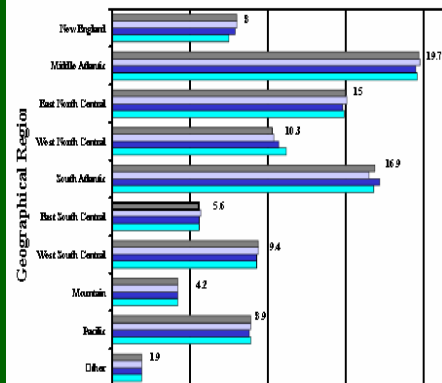
- 106 ACCEs/DCEs responded
- from 209 CAPTE accredited PT entry-level programs
- 50.7% response rate

Demographics

- The Institutions

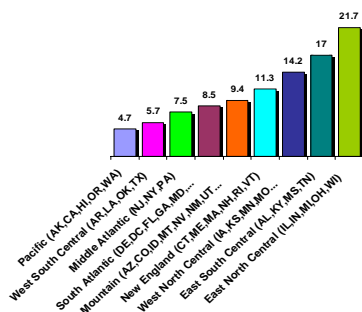
CAPTE
2006

Percentage of Accredited and Developing PT Programs
by Geographical Region, 2000-2005



Demographics: Sample of Convenience

Location of the Institution (%)

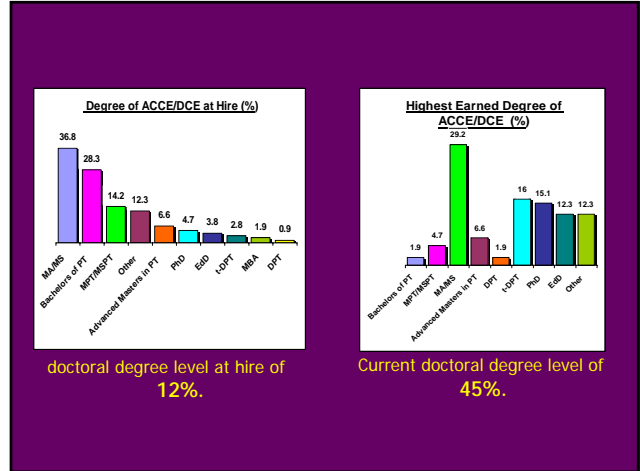


Demographic Results

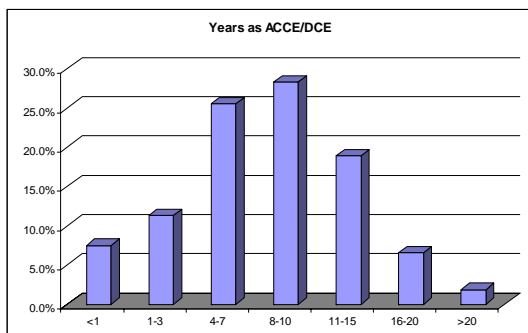
- 70.8% of the responding institutions now offer a DPT entry-level degree program (75% entry-level DPT rate noted by J. Bezner, July 2006.)
- 80 % of the response institutions now require a Doctoral degree for the ACCE/DCE position.

Key Demographics

- The ACCE/DCE



81% of the ACCEs/DCEs had 4 or more years in the position of ACCE/DCE

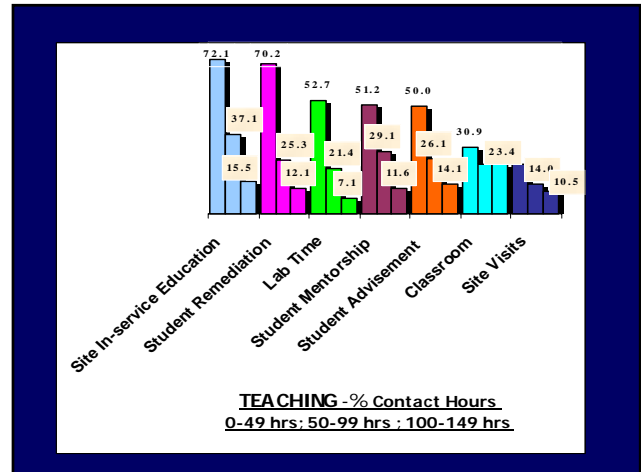


ACCE/DCE Demographic Results

- 95% of the ACCE/DCEs have been licensed for more that 10 years which corresponds to findings reported by Clouten 1994
- 80% of the ACCEs/DCEs have been at their current academic institution for 4 or more years

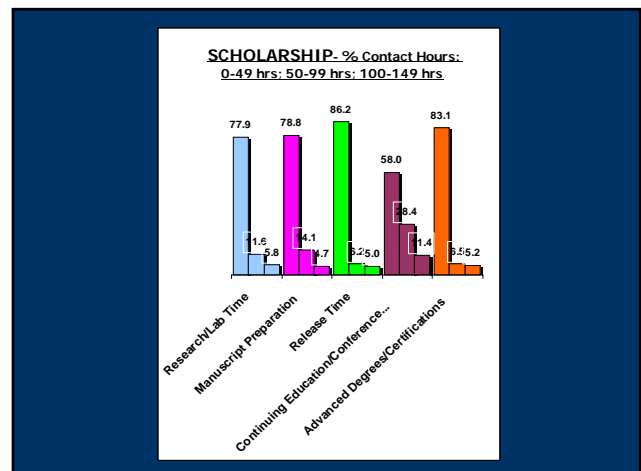
ACCE/DCE Demographic Results

- Currently 61.3% of subjects hold faculty appointments
- 35.2% of ACCEs/DCEs are tenured or tenure-tracked.
- Of the 13% who are administrative, 75% hold academic rank with 66% ranging from assistant to full professor.
- Promotional and/or salary ladder within academic rank was identified for 60.6% of all respondents.



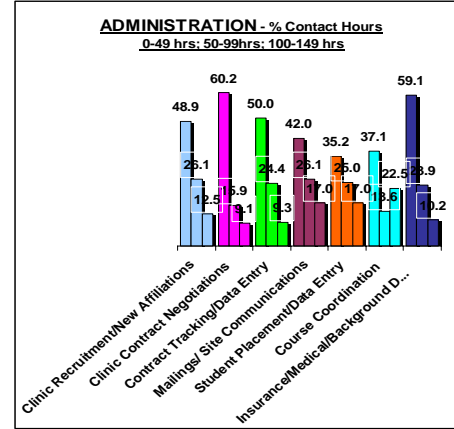
Performance/Practice

- What does the ACCE/DCE do?
- Does the ACCE/DCE meet the criteria for faculty advancement in Academia
 - Teaching
 - Scholarship
 - Service

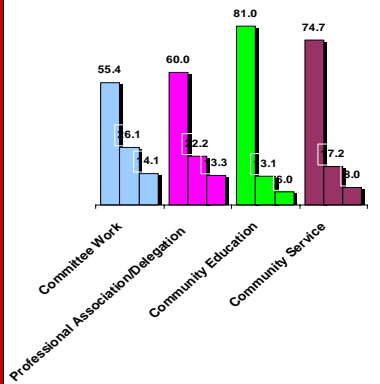


ACCE/DCE Perceptions

- 58% of the subjects reported the level of expectation for scholarly endeavors to be equal to that of other faculty
- 78% of respondents perceived they were equally valued within their programs
- ACCE/DCE narrative texts identified a perception of defined program accountability and authority with the title of DCE



SERVICE-% Contact Hours
0-49 hrs; 50-99 hrs; 100-149 hrs

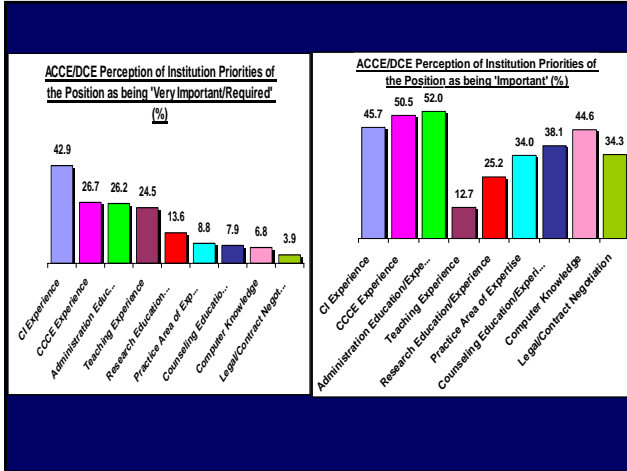


Results

9 month-AY: 1280 total work hours: 845 productive*
12 month-AY 1600 total work hours: 1056 productive

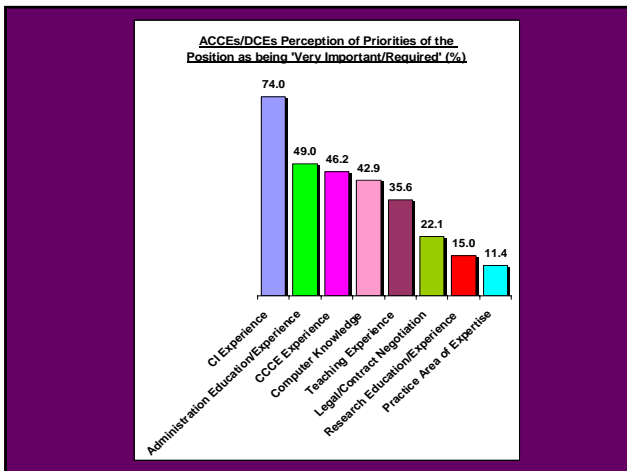
- A minimum of 350 contact hours are spent on Teaching activities
- A minimum of 250 contact hours are spent on Scholarship
- A minimum of 200 contact hours are spent on Service
- A minimum of 350 contact hours are spent on Administration

Bamford, P; Nordstrom, T; Brown, S (Presented at the Education Leadership Sept 30-Oct 2, 2005)



Discussion

- The 2006 CAPTE evaluative standards have identified that a curricular content of 42-45% of most PT programs consists of Clinical Education.
- ACCE/DCE is second only to the Program Director with respect to CAPTE accreditation expectations
- The ACCE/DCE has met the challenges of blending clinical and administrative responsibilities within a new doctoral-level environment.



Discussion

- This has fostered increasing prerequisites, didactic skill, scholarship and service promoting a better academic fit.
- The ACCE/DCE position has matured to reflect the new academic rigor and is synchronous with the professional vision of doctoral degree acquisition
- As a result of both academic rigor and enhanced clinical education accountability workload allocations require realignment in comparison to other core faculty

Limitations

1. Sample of convenience/not randomized
2. Some respondents could not complete on-line survey due to computer/internet limitations
3. Length of survey (too long)
4. Confusion of contact hours v. credit hours
5. IRB would not allow sex - identifier

THANK YOU



Future Research

- Investigate new evaluative criteria for tenure/promotion in academia that recognizes the roles and responsibilities of the ACCE/DCE described in this study.
- Investigate Professional Development Needs for the ACCE/DCE in a Clinical Education Specialty.
- Determine students' perception of the faculty position ACCE/DCE as a career path

Acknowledgement

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