

**Education Division Report to AASIG**  
**October 1, 2005**  
**Pasadena, CA**

CAPTE - Mary Jane Harris

- Everyone should have received the August 2005 *CAPTE Accreditation Update*. With a few exceptions, discussed below, there is nothing to add to the information included there. If you haven't received a copy, please let us know.
- Update regarding reauthorization of the Higher Education Act:  
The House version seems to be much better than the first proposal. There are still some issues with the Senate version. Neither have had final votes in their respective chambers and if the final versions are different there will need to be a conference committee to reconcile those differences. In addition, because the majority of the legislation is related to funding, the final version will be wrapped up in budget reconciliation. Given the potential impact of Katrina and Rita on the federal budget, it is hard to know when any of this will occur. Once passed, there may need to be some negotiated rule making so implementation of any changes may be delayed for some period of time.
- Update regarding revision of the CHEA recognition policy:  
Feedback about the second draft is being reviewed and a third draft is expected in early November. Watch the CHEA website: [www.chea.org](http://www.chea.org) The CHEA Board of Directors intends to take action on the new recognition policy at its January 2006 meeting.
- Update about the definition of first professional degree in IPEDS:  
There will be an IPEDS Technical Review Panel meeting in December to discuss this issue and determine what the definition should be. We have been invited to attend that meeting. We will keep you posted about the outcome of the meeting.
- Meeting with representatives of the Council of Graduate Schools (CGS):  
I attended a meeting, convened by CHEA, of representatives from the specialized accrediting community and representatives from the CGS to discuss the increasing numbers (they would call it proliferation) of professional/practice/clinical doctorates and the role that accreditation plays in that process. The CGS is in the process of studying the issue and will be developing a statement of good practices for the development, review and implementation of such degrees. This meeting was the first of several. It is important to note that though not central to the discussions, the transition DPT was discussed briefly and it was clear to me that the CGS has serious concerns about it. Specifically, they question its legitimacy, integrity, rigor and quality.
- Higher Learning Commission Task Force on Professional Doctorates:  
I have been asked to participate in this task Force which will be meeting October 9-10. I expect that the discussion will be similar to that at the CGS meeting.
- Technology & Accreditation:  
We have contracted with a consulting group to assist us in writing an RFP to upgrade our database and develop a mechanism for electronic submission and review of reports to CAPTE. We expect to have the first part of the consultant's report for review in the next two weeks, after which they will develop the RFP.

### Department of Education - Jody Gandy

- Professionalism - The Task Force on Professionalism (Dolly Swisher, Karen Mueller, Tara Pearce, Linda Arslanian, Susie Deusinger) has been developing a Professionalism Instructional Module that will be useful to physical therapist and physical therapist assistant educators, students, and clinicians. The module is being designed as an experiential web-based platform that includes didactic knowledge, opportunities for application and reflection, self-assessment and professional development components, and a final assessment component. The product is being targeted for completion in late 2006.
- Essential Skills of a Physical Therapist - One of the documents that resulted from the conference on Clinical Education in a Doctoring Profession on August 2004 was a consensus-based document on the “Essential Skills of a Physical Therapist.” This document identified the skill set that every graduate from a physical therapist program would be competent in performing on patients/clients at entry-level. The document addressed all systems (ie, musculoskeletal, neurological, cardiovascular pulmonary, integumentary, GI, and GU) and the continuum of patient/client care throughout the lifespan as well as the skill set required by the physical therapist licensure examination.

Given that consensus on this document was achieved by a small group of member consultants, it was agreed that it would be necessary to disseminate the outcome document, “Essential Skills of the Physical Therapist” to a wider audience comprised of stakeholder groups that would be invested in and affected by this document. Many of you took the time to complete a rather lengthy document to assist us with this process and we are most appreciative and grateful for your effort. The results of this “vote” are provided in a report to the November Board of Director’s meeting. Next steps with respect to this document and its dissemination are pending Board discussion and action.

- Clinical Instructor Education and Credentialing Program - The Clinical Instructor Education and Credentialing Program (CIECP) curriculum has been revised by the members of the Clinical Instructor Education Board (CIEB) over a 2.5 year period. Credentialed Trainers (n=119) are now providing the revised curriculum as of September 2005. Currently, there are more than 14,400 (12,523 PT Credentialed CIs; 1,820 PTA Credentialed CIs) who have successfully completed the program. In addition, the CIEB is conducting a one year longitudinal study of the CIECP using a pre-test and post-test design to determine if learning occurs as a result of this program.

Applications are being accepted for the April 21-23, 2006 Train-the-Trainer course. The Call for Trainers is posted on APTA’s website <http://www.apta.org/AM/Template.cfm?Section=Clinical&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=24558> and applications can be obtained by contacting Angela

Boyd ([angelaboyd@apta.org](mailto:angelaboyd@apta.org); 800/999-2782, ext 8528) in the Department of Education. Deadline for applications is December 31, 2005.

- Advanced Clinical Instructor Credentialing - Based on a report of the Task Force on Advanced Clinical Teaching, a recommendation was brought to the Board of Directors that was approved to develop an Advanced Clinical Instructor Credentialing Program. There was a sense of urgency to develop this program in response to the “disconnect” identified between the level of learner’s professional physical therapist academic preparation and contemporary clinical practice, given that the profession is in a time of significant transition in moving toward the DPT and Vision 2020.

A six-member group will begin the development of a case-based curriculum in December 2005 that will be used in the Advanced Program that will address concepts such as Vision 2020 elements, organizations, standards and regulations, application of evidence, patient/client management model components, lifelong learning, professional responsibilities, clinical practice that integrates core values, and professional communication. Central to this program is the concept of advanced teaching in the clinic to promote clinical decision-making and reflection at higher levels. The program is intended to be designed as a two-day program that will also require a comprehensive assessment as well as a process to be completed pre-and post program in order to earn the Advanced CI Credential.

- Transition DPT Programs - The Department of Education is compiling data on applicants, enrollment, and graduates of Transition DPT Programs in preparation for the November Board of Director’s meeting. There are currently 56 t-DPT programs and several other developing programs. We would like to thank all of the programs who have already responded to the survey and hope that those of you who have not yet had an opportunity to respond would assist us in this process.
- Bioterrorism Training and Curriculum Development - Gandy attended a focus group meeting for Allied Health Professions on Bioterrorism Training and Curriculum Development (BTCDDP) sponsored by HRSA and in association with the Office of Homeland Security. Representatives of health professions in attendance had an opportunity to learn about several model academic program externally-funded projects (Columbia Public Health; University of Nebraska Medical Center) and professions (ie, Physician Assistants, Emergency Medical Technicians)) that have been involved in Bioterrorism Training and Curricula. The purpose of this focus group meeting was to convene allied health professionals with Bioterrorism and/or all-hazards emergency knowledge and/or experience to provide input on what gaps exist with respect to core content, competencies, and learning objectives for (1) educating allied health students and (2) training allied health professionals to prepare for and respond to a bioterrorism/all hazards event or other public health emergency.

Focus group members were asked to review the Columbia University Public Health Core Competencies to determine their level of relevance with respect to education and training needs of the various health professions, how the National Incident Management System (NIMS) and Hospital Emergency Incident Command System (HEICS): Chain of Command can be used by health professionals in creating/implementing competencies, and integration with respect to licensure, certification, and accreditation. HRSA will be compiling the focus group responses and determining next steps based on this information. NIMS web-site [http://www.fema.gov/nims/nims\\_training.shtm](http://www.fema.gov/nims/nims_training.shtm) provides information on training.

- CPI Update – Three of the members of the Ad Hoc PT CPI Revision Group (Tony Delitto, Nora Francis, Scott Giles) and staff presented a brief update on the revisions to the Physical Therapist Clinical Performance Instrument (PT CPI) that were based on research, stakeholder feedback and comments, and pilot use. The field testing of the PT CPI is being conducted between September 2005 to March 2006. Components of the field testing include web-based CPI Training Program, completion of the PT CPI in an electronic version, and an on-line satisfaction survey.

Following the presentation, questions and issues were raised with respect to the final products that would be developed in 2006. Some of the issues that were raised that require further investigation and resolution include providing an alternative printed version of the PT CPI for clinical sites that are not able to access the Internet, addressing issues of security (confidentiality, consent, and IRB review) to provide and use de-identified data in a national database with an option to opt out, opportunities for stakeholders to “beta test” the electronic version of the PT CPI and provide feedback for modification, ability to award CEUs for the on-line Training program, and the ability to train groups of clinicians using the web-based version of the Training Program. Further discussion and reflection about these issues will occur and be considered with the outcomes of the field study prior to making final decisions about how the revised CPI will be distributed and utilized.

#### Professional Development - report on behalf of Marilyn Phillips and Janet Crosier by Janet Bezner

- The Clinical Residency and Fellowship Program Credentialing Committee will be e-mailing a PowerPoint Presentation that explains the purpose and benefits of residency and fellowship post-professional education for use by physical therapy faculty. Faculty are encouraged to consider developing residency and fellowship programs for their graduates and area physical therapists that wish to advance their skills in a particular area of physical therapy.

Division - Janet Bezner

- All functions related to the PTA have now been moved into the Education Division, under the direction of Janet Crosier, PT, MS. She provided the following information to be shared with AASIG.
  - The *Normative Model for Physical Therapist Assistant Education: Version 2006* is currently out for comment. Comments must be returned by October 14 to Janet Crosier at APTA. Revisions to the Normative Model include revised terminology, integration of the academic and clinical education components within the physical therapy content, expanded instructional objectives general education and physical therapy content areas, reorganization into chapters, expanded description of interventions and integration of associated data collection including a new matrix, matrix to visually present the relationship of the general education component to the practice expectations, and a new chapter on developing and assessing physical therapist assistant curriculum. The PTA Normative Model is expected to be available for purchase early in 2006.
  - The PTA Resource page has been updated and includes information on PTA education, Advanced Recognition, House of Delegates and Board of Directors positions and policies related to PTAs, PTA Caucus information, and much more. Go to [www.apta.org](http://www.apta.org). Click on “Communities;” then “PTAs.”
  - The PTA Recognition Program has accepted 77 applications to date. This is a useful tool to encourage life long learning with students. See the web site for more information.
  - This year we will be working on revising the CPI for PTA programs and developing a PTA faculty survey.
- Education Strategic Plan - the division was charged by the BOD in March 05 to “in collaboration with education stakeholders, develop a comprehensive and integrated Education Strategic Plan within the context of the Vision Statement for Physical Therapy 2020 (Vision 2020) and a doctoring profession that focuses on issue of, but not limited to: academic leadership, faculty development and scholarship, faculty recruitment and retention, curriculum development, student-centered teaching/learning, and education related technology, with a report to the Board of Directors no later than March 2006.” The division invited approximately 30 stakeholders to headquarters in late August to begin the process and the group created goals in the following areas: Higher education (26), Health care/practice (20), Regulation/accreditation/health care policy (31), and Evidence (12). These goals and the documents generated at the meeting will be further refined in the coming months, with an opportunity for the broader education community to provide input sometime between November and February, 2006.
- Transforming Health Professions Education - Bezner and Gandy attended a meeting in Chicago in September sponsored by JCAHO called “Transforming Health Professions Education,” the major premise of which was that the greatest

influence on patient safety in JCAHO's opinion is interprofessional education of the providers. The meeting focused on physicians, nurses, pharmacists, and health care administrators, but other disciplines were represented. A position paper that was created prior to the conference is being updated based on conference discussion and recommendations. The recommendations relate to core competencies in the work environment, in education and training, and in a learning continuum (ongoing professional development). When the revised position paper is received, it will be made available to the education community.

- DPT as regulatory designator - to respond to the motion adopted by the HOD in June, RC 26-05, staff is convening a task force in December to answer the charge of the motion:
  - That the APTA investigate the appropriateness of changing the regulatory designation of the physical therapist from "PT" to "DPT" in all jurisdictions, with a report to the 2006 HOD, which shall include but not be limited to:
    - Strengths, weaknesses, opportunities and barriers for implementing the regulatory change
    - Criteria for implementation
    - Mechanisms for implementation

Task Force members include:

- Karen Donahue, PT (AZ, originator of motion)
- Patricia Evans, PT, PhD (PT with state legislative experience)
- Barbara Sanders, PT, PhD (PT educator in a non-DPT program)
- Joe Smith, PT, BSED (PT with BS professional degree)
- Ann Tyminski (non-PT licensing board administrator)
- Connie Hauser, PT, DPT (BOD liaison, t-DPT degree)

Staff members of the task force include Justin Elliott and Dave Mason from Government Affairs and Bezner.

- Community Visits - Bezner is making visits to educational programs around the country to discuss education issues. Thank you to those programs who have hosted meetings. If you are interested in hosting a meeting of the programs in your area sometime in the next 6 months, please contact Janet Bezner ([janetbezner@apta.org](mailto:janetbezner@apta.org)).