

First Timers Guide to ELC

For newcomers, this abbreviated history in addition to our Welcome Letter may help you to understand the roots of the Educational Leadership Conference and how the ELC is organized. Prior to the ELC, there were two separate conferences relevant to PT educators: 1) the National Clinical Educators Conference, convened biennially for clinical educators, and 2) the Academic Administrator's Special Interest Group (AASIG) of the APTA Education Section, held annually for physical therapy program administrators. From 2004-2005, a joint meeting was created called the APTA Education Section Academic and Clinical Education Conference to bring all stakeholders interested in PT education together at a single conference. In 2006, the name of the conference was changed to the Educational Leadership Conference.

During CSM 2011, a motion was brought to the Education Section Business Meeting to dissolve the AASIG from the Education Section; and in 2013, the APTA House of Delegates bylaws granted component status to the American Council of Academic Physical Therapy (ACAPT). ACAPT's membership now consists of member institutions representing CAPTE-accredited physical therapist programs. To learn more about the ACAPT mission, structure, function, activities, consortia, and leadership, go to <http://www.acapt.org>. Consortia descriptions are detailed in subsequent paragraphs. In 2018, the Education Section membership voted to change the name of the organization to the Academy of Physical Therapy Education (APTE). The Academy is a membership organization for individual members and continues with six Special Interest Groups (SIGs). Descriptions of each SIG are in subsequent paragraphs. To learn more about the Academy mission, structure, function, activities and leadership go to <http://aptaeducation.org/home-page.cfm>.

Thus, the intent of the ELC is to provide programming and activities that serve all leaders, clinicians, and educators interested in the pursuit of excellence in physical therapy education. The program includes scholarly, peer-reviewed posters and presentations pertinent to physical therapy educational administrators, faculty, directors of clinical education, site coordinators of clinical education, residency program coordinators, and clinical instructors. Ample time is also provided for networking with exhibitors and colleagues during the breakfasts, exhibitor breaks, lunches, and the Friday evening exhibitor reception.

AMERICAN COUNCIL OF ACADEMIC PHYSICAL THERAPY CONSORTIUM DESCRIPTIONS

The Clinical Reasoning Curricula & Assessment Consortium (CRCA) will serve as a resource and forum for educators, both clinical and academic, interested in best practice for teaching and assessing clinical reasoning skills. Additionally, the group will work to develop a research plan relative to clinical reasoning and will conduct multi-institutional research projects to increase our understanding of the teaching and learning of clinical reasoning.

The Consortium for the Humanities, Ethics and Professionalism (CHEP) provides a forum for faculty with an interest and commitment to the critical role of the humanities in health professions education and the development of physical therapists who fully embrace a professional identity grounded in the profession's public serving purpose.

The DPT Terminal Internship Consortium (DPT) provides a mechanism and venue for ongoing discussions related to standardizing and enhancing the terminal clinical education experience. As well, consortium members may serve as a resource for discussions related to implementation of extensive terminal clinical education experiences, which may include the yearlong internship model. The consortium also provides resources for those interested in pursuing establishment of an academic-clinical partnership.

The Early Assurance BS/DPT Program Consortium (EABSDPT) represents the faculty and admissions coordinators from Doctor of Physical Therapy (DPT) programs that incorporate an undergraduate course of study leading directly into the DPT degree. The purpose of this consortium is to share and collaborate on issues unique to Early Assurance programs in the areas of admissions, student outcomes, curricular design and development, faculty load and data collection to further both institutionally driven and academic council goals of academic excellence within physical therapy education.

The Education and Pedagogy Consortium (EPiC) focuses on exploring and promoting best practices of pedagogy and education delivery of physical therapy education.

The National Consortium of Clinical Educators (NCCE) serves as a resource and forum for individuals who have professional interest and responsibilities for the implementation and evaluation of clinical education for physical therapists, and advises ACAPT on matters of clinical education curriculum and policy. Membership is comprised of an academic and clinical educator pair for each ACAPT institution. ELC is the annual business meeting for the NCCE. The goal is for at least one member (ideally, both) of the institutional pair to be present for this meeting, and that 100% of ACAPT institutions will be represented. Others are welcome to attend.

The National Interprofessional Education Consortium (NIPEC) shall advance physical therapy as an integral component of Interprofessional education and practice through collaboration with other organizations nationally and internationally. The consortium shall serve as a resource and forum for faculty at ACAPT member institutions involved in Interprofessional education efforts, and promote Interprofessional education and collaborative practice within the physical therapy community through APTA.

The Research-Intensive Physical Therapy Programs Consortium (RIPPT) exists to promote research to improve healthcare and excellence in PT education, to serve as a forum for research-intensive programs to build and support their research enterprises and collaborations, to serve as a resource for programs that aspire to be research-intensive, and to develop accepted benchmarks of research activity.

ACADEMY OF PHYSICAL THERAPY EDUCATION SPECIAL INTEREST GROUPS DESCRIPTIONS

Faculty Special Interest Group (AF SIG) serves as a forum for sharing and exchanging information about faculty matters and as an advocacy group for academic faculty in addressing issues of concern in physical therapy education. The AF SIG has generated excitement among academic faculty from different content backgrounds to come together over issues of teaching, scholarship, and service.

The Clinical Education Special Interest Group (CE SIG) provides a vehicle for increasing and improving communication among PT and PTA academic and clinical educators. The CE SIG works to promote cooperative efforts among educational programs and clinical sites in scheduling, evaluation, and continuing education. The CE SIG also serves as a resource body involved in acquiring, cataloging, and disseminating information related to clinical education in physical therapy.

The Physical Therapist Assistant Educators Special Interest Group (PTAE SIG) serves as the advocate and expert resource for the role of the PTA. Members provide leadership, mentorship and expertise in teaching and learning to support all persons concerned with education that ensures PTAs are prepared for contemporary practice.

The Residency/Fellowship Education Special Interest Group (RFE SIG) provides a forum where residency/fellowship faculty including program directors, coordinators, and mentors will promote excellence in residency education by providing collaborative opportunities for educational research, exploring opportunities for curricular development, enhancing resident clinical reasoning skills, and discussing resources available for assessment in residency education. The RFE SIG is open to anyone (PT or PTA) who has an interest in residency and/or fellowship education from a clinical or academic standpoint. Members must be members of the Academy of Physical Therapy Education. Meetings will be held twice per year at Combined Sections Meeting and the Educational Leadership Conference.

The Scholarship of Education Special Interest Group (SOE SIG) provides a forum where both academic and clinical educators will promote and enhance the quality of educational scholarship in physical therapy education. The SOE SIG serves both our PT and PTA members. The SOE SIG seeks to foster the development of educational researchers and facilitate collaboration and translation of research to educational practice.

The Anatomy Educators Special Interest Group (AE SIG) provides a network for the exchange of information related to physical therapist anatomy education. The AE SIG objectives include fostering awareness of best-practice and teaching tools available to physical therapist anatomy educators. Efforts of the AE SIG are coordinated with existing anatomy professional organizations to ensure efficient use of available resources and the dissemination of education-related information. The AE SIG will foster mentoring relationships between experienced and novice anatomy faculty, and facilitate collaborative research efforts among physical therapy anatomy educators.