

TITLE: Clinical Instructors Perspectives on Benefits (Rights and Privileges) Offered by Academic Programs and by Workplaces

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PURPOSE : The purpose of this descriptive survey was to investigate Clinical Instructors' perspectives on the rights and privileges offered by academic programs and by clinical sites to support their role as clinical faculty in teaching professional DPT students.

BACKGROUNDS/SIGNIFICANCE: The Commission on Accreditation of Physical Therapy Education Programs requires academic programs to extend rights and privileges to clinical faculty to support their roles as teachers and physical therapists. At this time, little is known about the benefits extended to clinical faculty by academic programs or by the workplace (*their employers*). This study provides data on CIs perspectives on the current availability of rights and privileges offered to Clinical Instructors (CIs).

SUBJECTS: Center Coordinators of Clinical Education (CCCEs) at clinical sites affiliated with three academic institutions were sent a letter inviting CIs to participate. A total of 828 questionnaires were sent to CIs at 184 sites.

METHODS AND MATERIALS: A questionnaire was constructed to collect demographic data and information on rights and privileges offered by academic programs and by workplaces to clinical faculty. Respondents were asked to check all benefits offered and to write-in additional benefits not identified in the survey.

ANALYSIS: Descriptive statistics consisted of percentages and frequency distributions.

RESULTS: A total of 497 CIs and CCCEs completed surveys for a response rate of 60% which represented 80% of the sample. *Of these, 450 respondents reported that some form of benefits was offered to them by academic programs and/ or by their workplace.* The majority of CIs reported that admission or discounts to attend courses on teaching and teaching skills (76.06%), CI credentialing courses (74.45%), and on-site in-service education programs (81.1%) were not offered by academic programs. Clinical faculty appointments and the opportunity to serve on academic committees (ex. curriculum, admission) were not extended to 90% or more of the CIs. Rights and privileges most frequently offered were access to the academic library (32%) and discounted admission to attend clinical skills professional development courses (40.4%). The most frequently offered benefits by the workplace were time for student meetings (53.5%), tuition reimbursement to attain advanced certifications/degrees (31.2%), and reduced caseload expectations (26.4%).

CONCLUSIONS: CI responses indicate that there are limited rights and privileges available to CIs to support their roles teaching DPT students.

Clinical Relevance: With a growing need for competent voluntary clinical faculty academic programs and clinical sites need to consider how to develop and implement strategies to provide rights and privileges to CIs that will support their role in teaching professional DPT students.

KEYWORDS: Professional Development, clinical instructors, needs assessment.

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