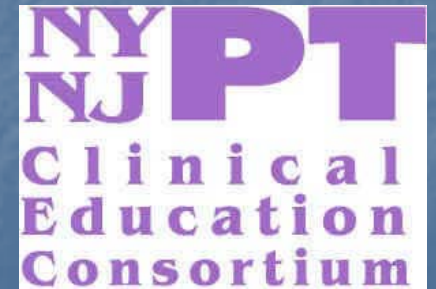


Clinical Instructors' Perspectives on Availability and Barriers to Professional Development Activities

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■ Funding Sources

- NYNJPT Consortium of Clinical Educators
- Nazareth College PT Program
- Hunter College PT Program
- College of Health Professions, SUNY Upstate Medical University, Research Enhancement Fund

Introduction and Background

- Changes in Clinical Education
 - CAPTE Criteria (effective Jan. '06)
 - Focus on clinical education component of educational programs
 - Clinical Faculty (CIs and CCCEs) need to demonstrate competence in clinical and teaching skills.
 - Academic programs
 - Assess professional development needs of CIs and CCCEs
 - Establish mechanisms to support these needs

Education Strategic Plan

(APTA, March, 2006)

- Consistent with goals of Vision 2020
- Calls for professional development of CIs
 - Determine how to enhance educational offerings based on the assessment and evidence.

Review of the Literature

- Although there is a desire for continued professional development, barriers to access are commonly encountered.
- Barriers include:
 - Time
 - Administrative support
 - Lack of coverage
 - Cost of programs
 - Family commitments

Purpose of Study

- Investigate the following questions:
 - 1) What are the CIs' perspectives on the availability of professional development activities to support their role?
 - 2) What are their preferences for types of professional development activities?
 - 3) What do CIs identify as barriers to professional development activities?

Methods

- Instrument
 - Comprehensive questionnaire
 - Demographics
 - Current and desired availability of professional development activities*
 - Preferences for delivery*
 - Barriers to accessing these activities*
 - Current and desired knowledge and skills (WCPT 07)
 - Core areas of professional DPT curriculum
 - Teaching methods

**focus areas for this study*

Questionnaire Items

Availability of professional development activities

- 5 point Likert scale
- Asked to respond twice
 1. current level of availability (*what is*)
 2. desired level of availability (*what should be*)

Preferences for Delivery

- 5 point Likert scale
 - Rate preference from very low to very high

Barriers

- Select all barriers from an itemized list
- Open-ended "other" response provided

Methods

Sample of convenience

- Clinical sites in New York and New Jersey of 3 participating academic programs.
- Invitational letter sent to CCCEs at 481 sites
- 828 CIs/CCCEs from 184 sites were identified
- CCCEs distributed questionnaires with blank envelopes to CIs to ensure confidentiality
- Questionnaires coded to track clinical site responses

Data Analysis

Descriptive Statistics

- Means and frequencies of demographic responses
- Frequencies of responses to other items
 - Current (“what is”) and desired (“what should be”) level of availability of professional development activities
 - Preferences for professional development opportunities
 - Barriers to participation in professional development activities
 - Differences between “what is” and “what should be” were assessed with Wilcoxon signed-rank tests.

Data Analysis

To simplify analysis, Likert responses were collapsed into 3 categories:

- Availability of professional development activities
 1. Inadequate
 2. Adequate
 3. More than adequate
- Preferences for delivery
 1. low
 2. moderate
 3. high

Results

- Response rate of 60%
 - 497 (of 828) CIs/CCCEs returned completed questionnaires
- Represented 80% of sites in the sample
 - 147 (of 184) sites

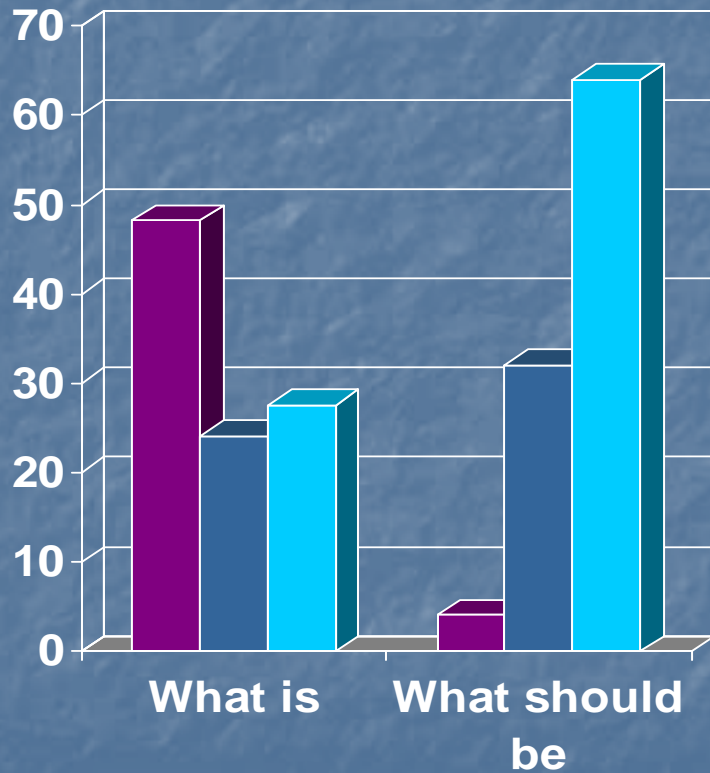
Respondents' Demographics

- Ages
 - 20-29 33.3%
 - 30-39 37.2%
 - 40 and > 29.5%
- Diverse Practice Settings
 - 41.3% OP
- Years
 - Practice: 65.3%, 10 or less
 - CI: 74.6%, 10 or less
- Highest Professional Degree
 - Bachelors 37.1%
 - Masters 47.5 %
 - DPT 15.2%
- 31% APTA Credentialed CI
- 38.7% APTA member
- 6.3% ABPTS cert.

Availability of Professional Development Activities

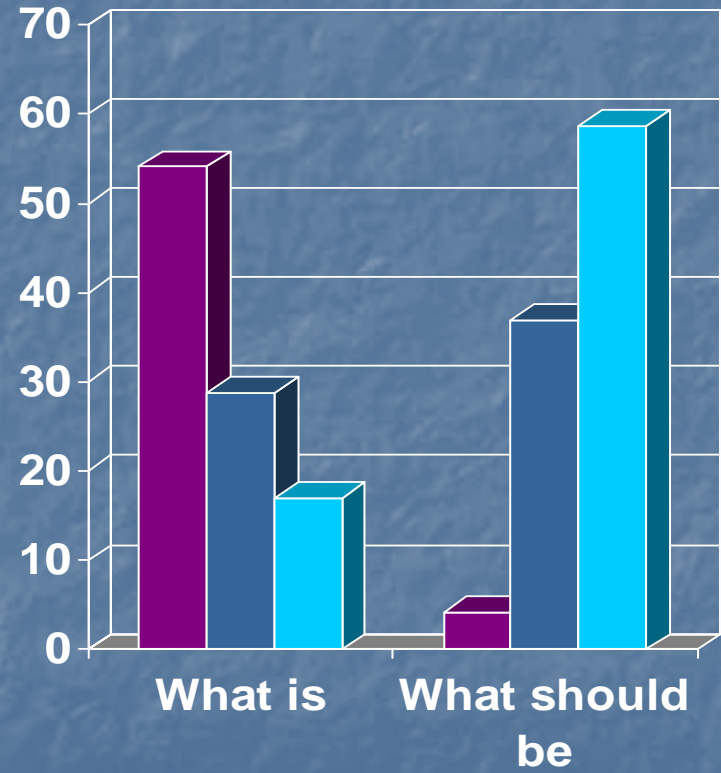
Onsite In-services by Academic Faculty*

% Response



Offsite Workshops by Academic Programs*

% Response



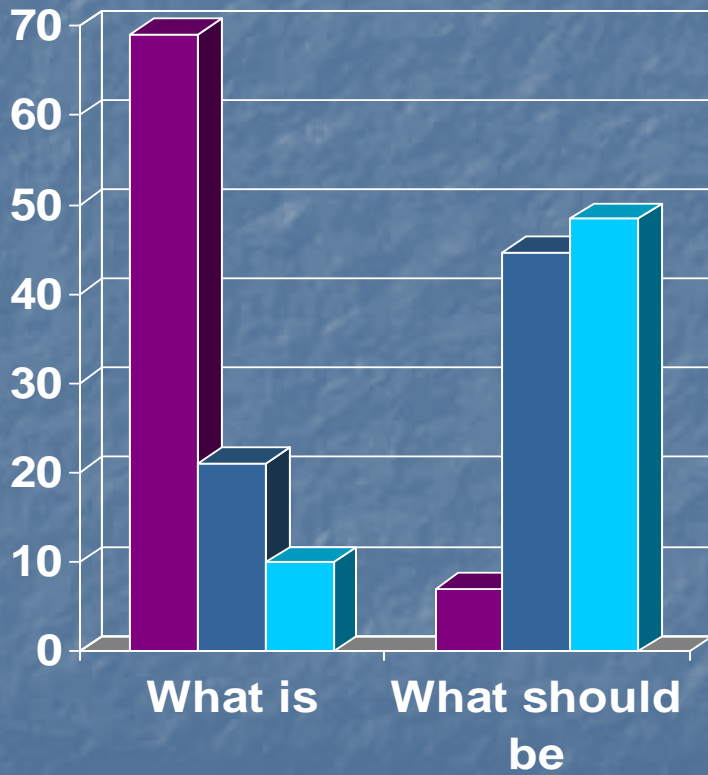
Inadequate, Adequate, More than Adequate

*p<.0001

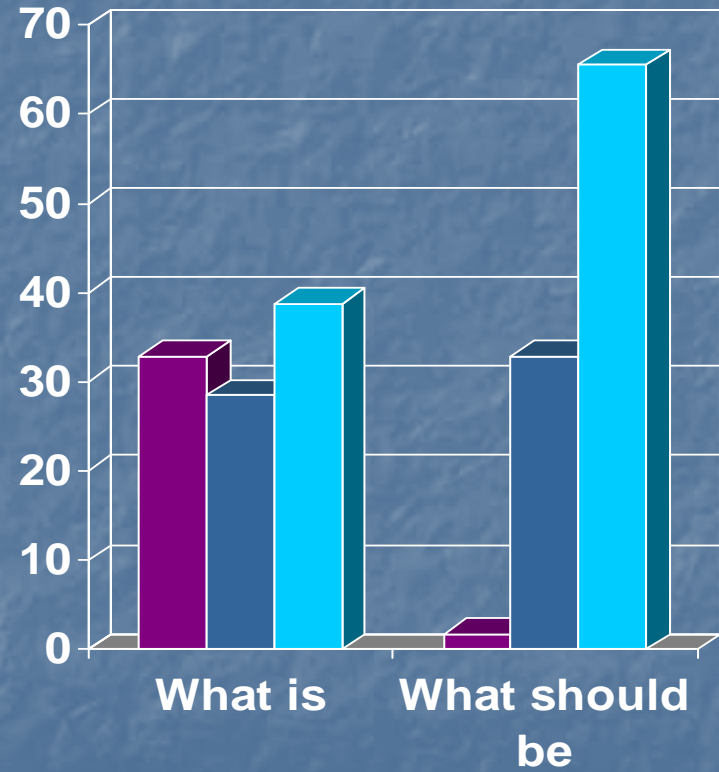
Web-based Instructional Activities*

1:1 Mentoring*

% Response



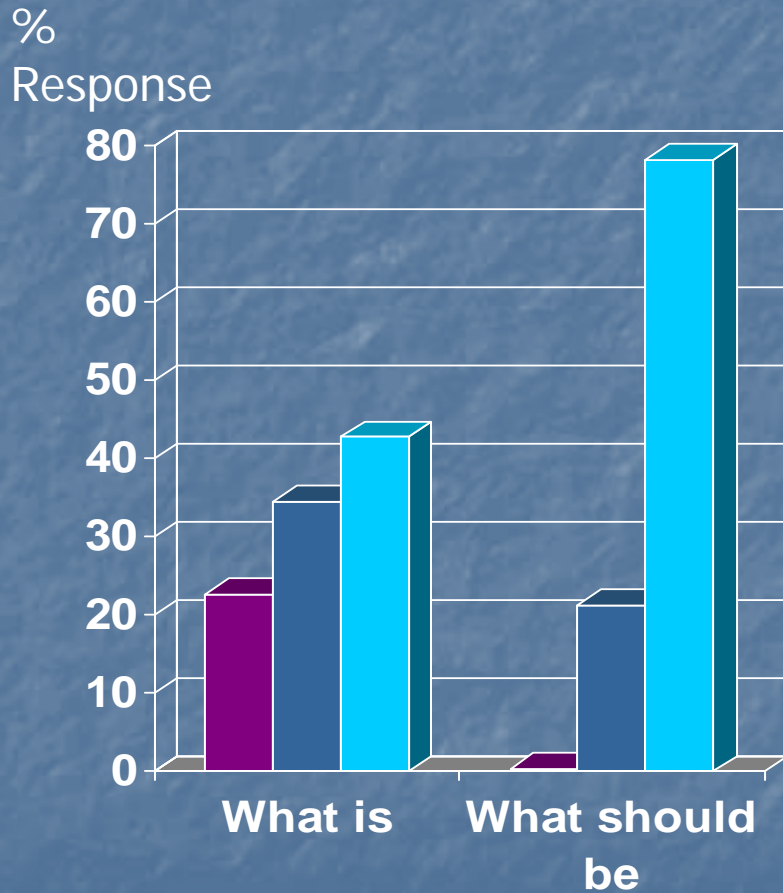
% Response



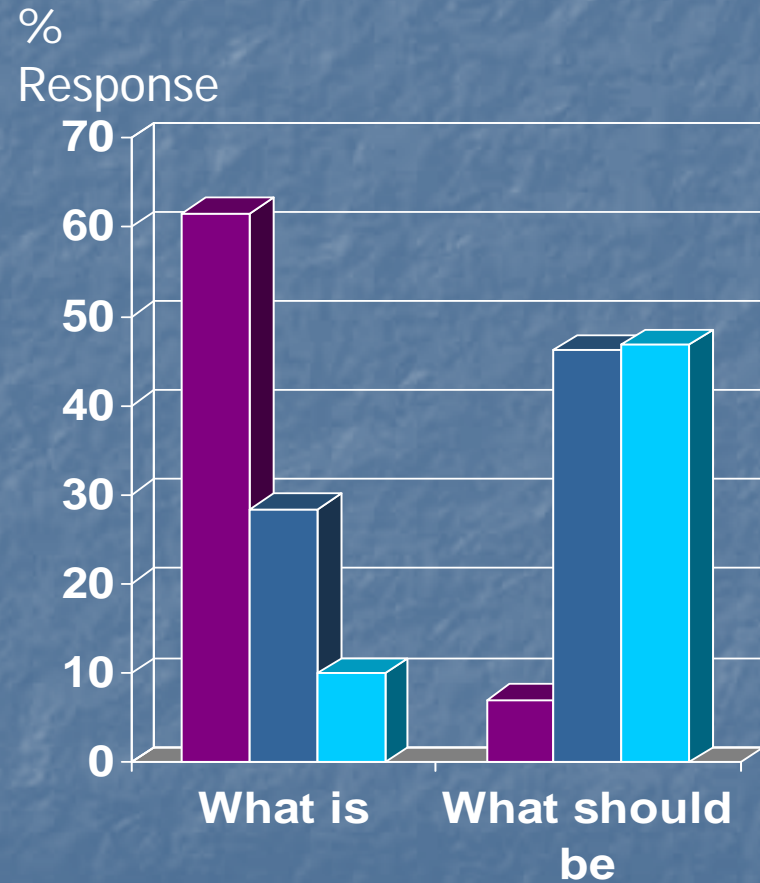
Inadequate, Adequate, More than Adequate

*p<.0001

Teaching/Learning On-site Resources*



Attending APTA Conferences*

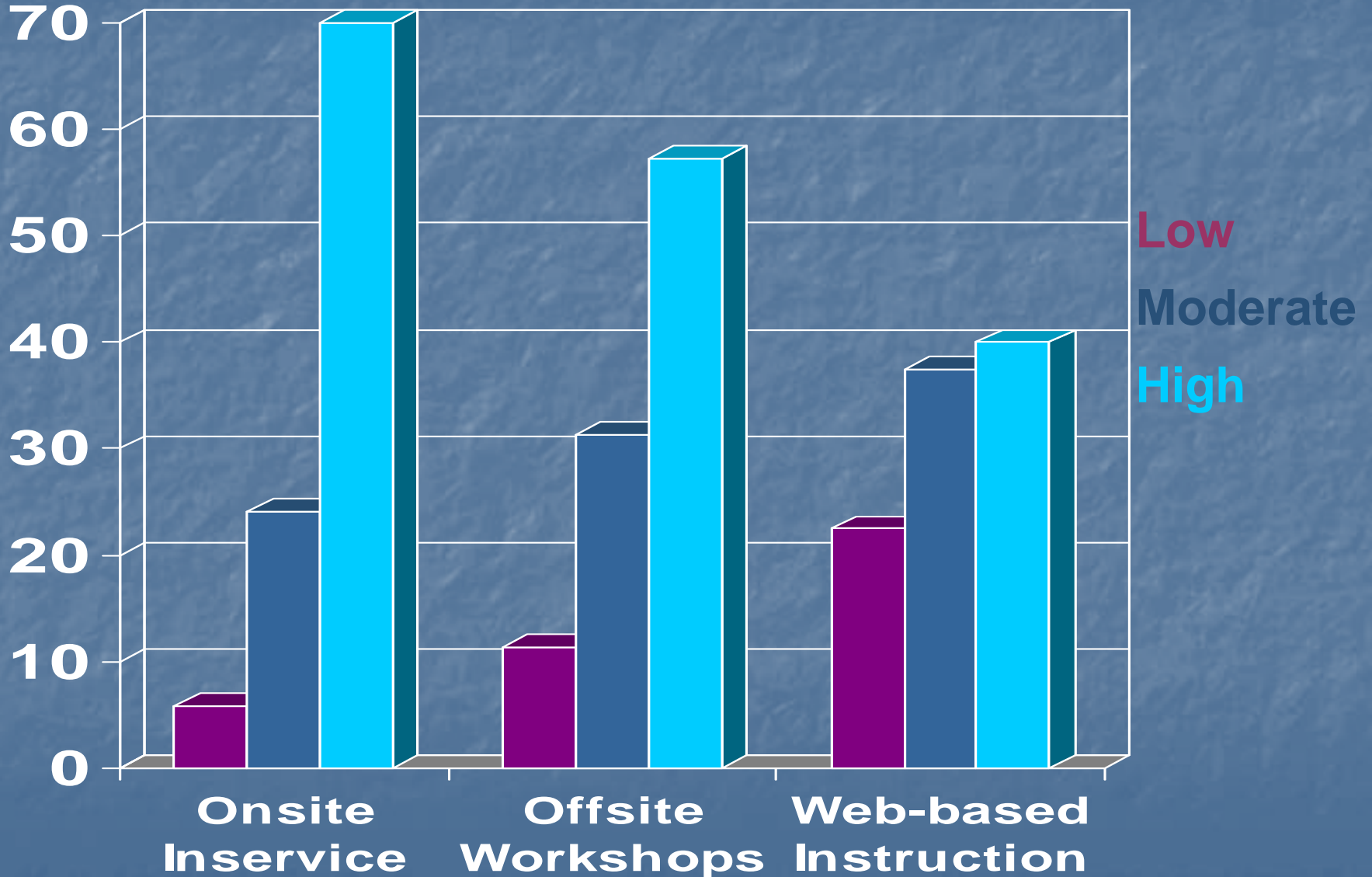


Inadequate, Adequate, More than Adequate

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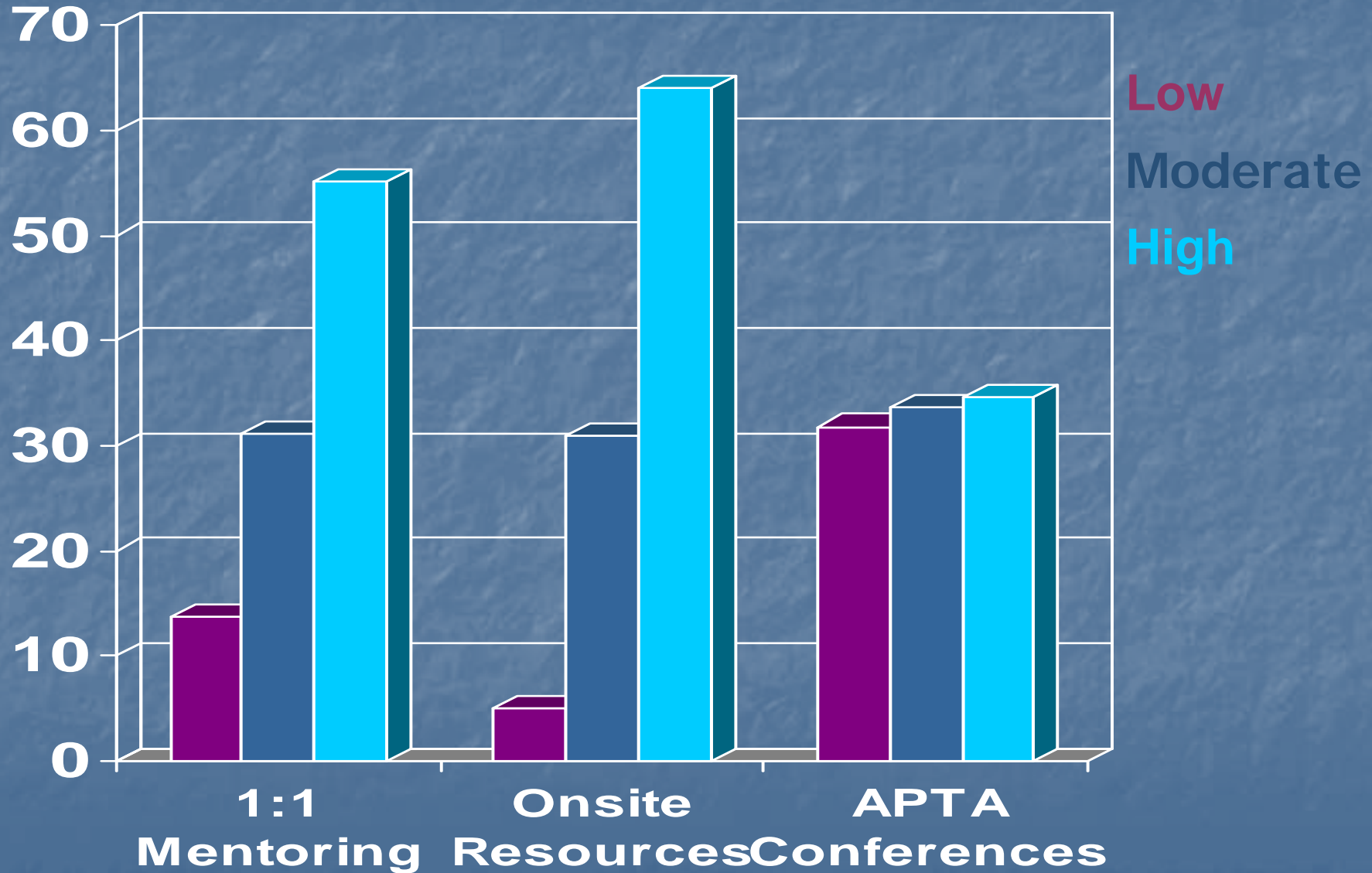
Preferences for Delivery

%
Response



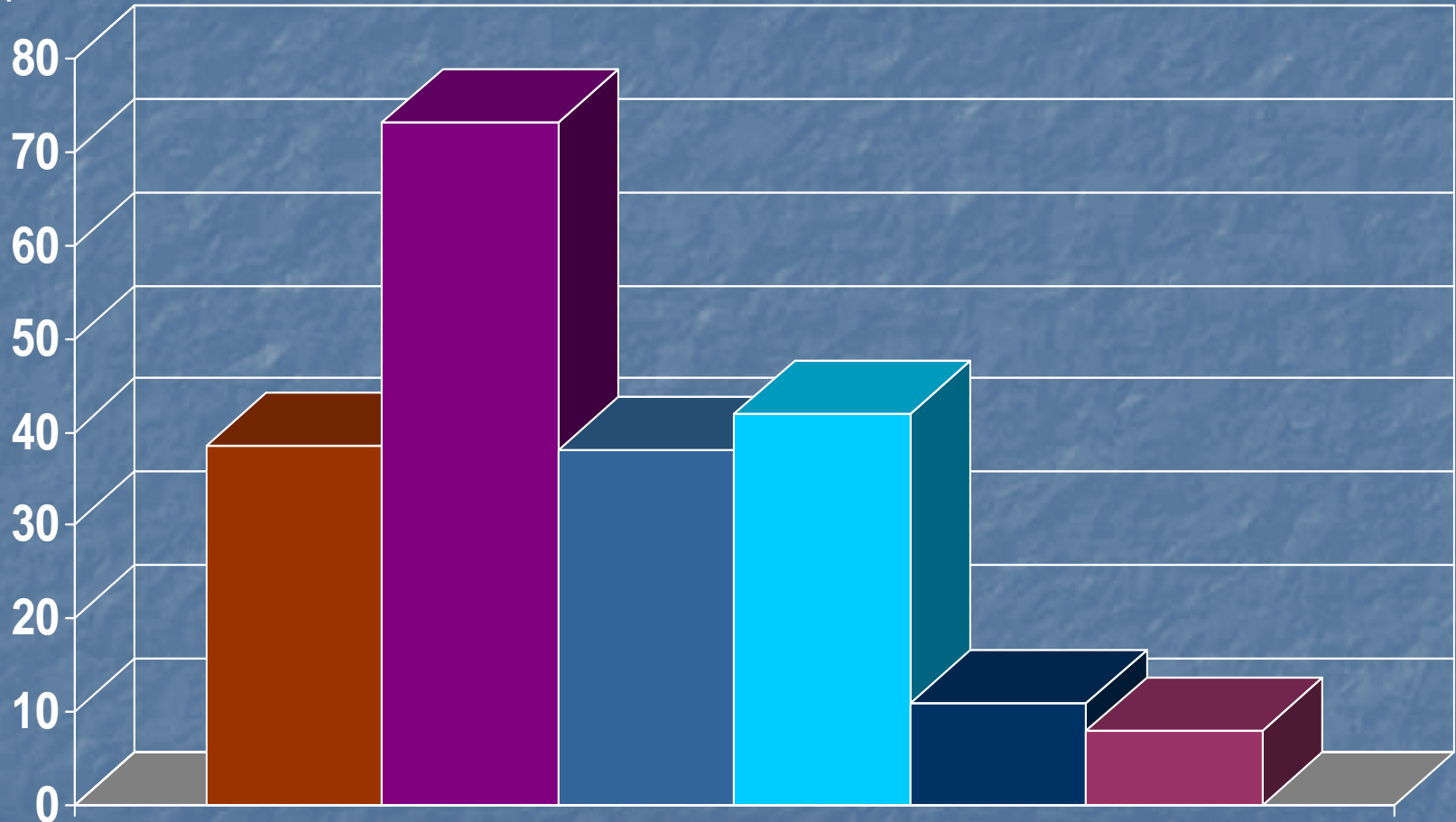
Preferences for Delivery

%
Response



Participation Barriers

% Response



■ No reimbursement ■ Time ■ Access ■ Expense ■ Not valued ■ Not Required

Limitations

- Sample of convenience of CIs from within NY and NJ geographic area
- Operational definitions were not provided for each term
- Inherent difficulties with self-reporting

Suggestions for Future Research

- Survey larger sample to include nation-wide sample
- Provide definitions for each term
- Perform ongoing, periodic assessment of CIs' perspectives

Summary

- Strong response to mail-based survey
 - Potential source for ongoing mechanism to assess CIs professional development needs
- CIs are interested in increased availability of all professional development activities
 - Collaborative, face-to-face activities preferred
 - Technology available may be under-utilized
- Efficiency in delivery of information is key
 - On-site resources/activities are preferred over off-site opportunities
 - Time and expense are primary barriers

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