



### Purpose of Webinar

- Review of CAPTE guidance offered **to date**
  - 3/20/20; 3/16/20; 3/13/20
- Recognize that CAPTE providing **broad** guidance to assist in your decision making process
- CAPTE trust decisions are in best interest of students & public
  - Your core faculty are in best position to determine changes based on the context of **your** program
  - Be able to defend rationale if asked
  - Share your rationale with students
  - Free to have higher expectations



### Program Policies

- Expect you to follow your own policies
- Can make policy changes, i.e.: pass/fail
  - Does NOT require reporting or approval by CAPTE
    - Follow program/institution procedures to make changes
    - Seek approval from administration / legal counsel
    - Maintain a record of changes
  - Inform all stakeholders
    - Consider having students sign off



### Reporting Required; Not Approval

§9.13 Effects of natural or man-made disasters that directly impact the education program must be reported as soon as possible and practical. Such reports may be provided by telephone, e-mail or letter. Effects that must be reported include, but are not limited to:

1. Need for use of alternative space
2. **Need to modify the sequence of the curriculum plan**
3. **Delay in student matriculation and/or graduation**
4. **Inability of students to engage in appropriate learning activities, including clinical education**
5. Loss of fiscal, human or physical resources



### Curriculum Sequence

- Curricular modification requires reporting, not approval
- Possible changes might include
  - Order of courses
  - # of terms needed to complete program
  - Integrated clinical experiences
- Need to ensure all required content is included
- Consult institutional policies regarding assignment of credit, incomplete grades, graduation requirements, etc.



### Didactic Courses

Temporary Changes to Mode of Instruction

- CAPTE has given broad approval to use online technologies to accommodate students on a temporary basis, without going through CAPTE's regular substantive change process.



## Laboratory Experience

March 16, 2020:

- Up to core faculty to determine how to best teach and test lab skills
  - Will vary depending on specific skill
- CAPTE trusts that performance assessments will be effective in determining student readiness to progress in program
  - including being safe and competent to enter clinical education



## Clinical Education: Students in Final Year

### Students in last 12 months of program

1. Complete a **minimum of 440 hours**, regardless of what program normally expects. Includes part- and full-time experiences. **AND....**
2. Achieve entry-level competence based on your assessment tool
  - a. **In at least one full-time clinical experience**
  - b. **Doesn't have to be terminal experience**
3. Have **depth and breadth** of experiences

Can this apply to first year students as they move into their last year?



## Clinical Education: All Other Students

1. Complete a **minimum of 520 hours**, regardless of what program normally expects
2. **Meet expectations/outcomes of program specific CE course(s)**
3. Have **depth and breadth** of placements as required by program policies and Elements 6J1 and 6J2

### CAPTE modifications in effect for duration of this crisis

- **changes made for a cohort remain until they graduate**
  - Program could decide otherwise; ultimately it's a program decision



## Other Program Modifications: Admissions

- FAQs
  - Can we change the timing of when we admit?
  - Can we postpone fall admission until winter/spring 2021 and admit a 2<sup>nd</sup> cohort summer/fall 2021?
    - Do you have the resources to handle this?
  - What happens if we decide not to admit a new cohort in 2020
  - Can we change admission requirements
    - Observational hours
    - Prereqs that will now have pass/fail grades



## Challenge to make decisions in an environment that changes

- CAPTE updates will be published
- Bottom line is that it is the responsibility of both CAPTE and programs to ensure public protection and student success
  - Progression in the program: safe & competent
  - Graduation: entry-level, prepared for exam



## Resources

CAPTE's Rules of Practice and Procedure  
[www.capteonline.org/AccreditationHandbook](http://www.capteonline.org/AccreditationHandbook)

PTA Standards and Requirement Elements  
<http://www.capteonline.org/Faculty/AccreditedPrograms/>

CAPTE COVID-19 Updates  
<http://www.capteonline.org/uploadedFiles/CAPTEorg/Homepage/CAPTEResponsetoCOVID19.pdf>.

### Questions?

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