



Town Hall Meeting

July 29, 2020 – 3:00 - 4:30 pm ET

and

August 6, 2020 – 7:00 - 8:30 pm ET

Welcome everyone. Accreditation Staff and the Commissioners, some of whom are with us today, are excited to be hosting this Town Hall Meeting. Thank you for joining us.

Purpose of this Town Hall Meeting

- Provide Accreditation Updates
- COVID-19 Guidance Review
- Answer Questions
- Allow for Dialogue



Our hope for this Town Hall Meeting between Accreditation staff, Commissioners, and Program Directors is to provide CAPTE Updates concerning Accreditation and COVID-19 Guidance Document review. Our goal is also to answer your questions and to allow for open dialogue.

Welcome

Doreen Stiskal
Chair, CAPTE



Candy Bahner
Interim Director



Ellen Price
PT Specialist



Cindy Mihelich
PTA Specialist



Michael Chevalier
Pre-Accred Specialist



Hello everyone and thank you for being with us today in the midst of all that you have going on as you navigate professionally and personally during these challenging times. On behalf of the Commission and Accreditation staff, please know that we extend our sincerest appreciation to each of you, and to your faculty and staff. We appreciate your unwavering commitment to the students and the profession. Alongside me (Doreen Stiskal), virtually, is Candy Bahner, Interim Director of Accreditation; Ellen Price, Interim Lead PT Programs Specialist; Cindy Mihelich, Interim Lead PTA Programs Specialist; and Michael Chevalier, Pre-Accreditation Specialist; along with various Commissioners and other Accreditation Staff members. Our hope for this Town Hall is to bring consistency and clarity to our messaging regarding program accreditation. Our plan is to hold CAPTE Town Hall Meetings after the Spring and Fall CAPTE Meetings and other times throughout the year as needed to enhance our communication with PT and PTA program directors.

Agenda

Introductions



Updates



Frequently Asked Questions (FAQs)



As you can see, our game plan is to provide updates relevant to Accreditation and COVID-19 Guidance Documents, address key questions that you have sent in, as well as those posted to the chat box. Then, if time allows, we will open it up for further dialogue and comments.

Accreditation Staffing:

- 3 open positions
 - Director
 - Lead PTA Programs Specialist
 - Sr. Accreditation Office Coordinator



Currently CAPTE has three open positions: Director, Lead PTA Programs Specialist, and Sr. Accreditation Office Coordinator position. A search for the Lead PTA Programs Specialist and Sr. Accreditation Office Coordinator is currently underway again, as they had been on hold since APTA moved to remote working in mid March. The Director position should open again in September. Information about the openings can be found on APTA's website at <https://www.apta.org/apta-and-you/jobs-at-apta>.

Self-Study & Developing Program Workshop Webinars:



- Replacing each of the canceled face-to-face ELC workshops with 3-3hr virtual meetings/webinars.
- They will be available through APTA's Learning Center at a price of \$20.00 and CEUs will be available.



Program directors should have received an email a couple of weeks prior to the Town Hall Meetings announcing that, in place of the in-person workshops previously scheduled prior to ELC, CAPTE will be offering a virtual three-part webinar series for each of the workshops this fall. Presenters for the workshop will include staff and Commissioners. Cost for the three-day series is \$20/person and CEUs will be available. Specific details for registration, course information and obtaining CEUs will be forthcoming from the Lead Specialists, as well as additional information will be available on CAPTE's website in the next week or so. The workshops will be available through APTA's Learning Management Center. Please be sure to share this information with your faculty. The scheduled dates and times are on the next few slides. Refunds for those who had registered for the face-to-face workshops scheduled to be held just prior to ELC 2020 have been issued. If you didn't receive a refund, please contact accreditation@apta.org.

Physical Therapist Programs Self-Study Workshop Webinars:

Thursday, October 1, 2020: 2 pm - 5 pm ET

Tuesday, October 6, 2020: 2 pm - 5 pm ET

Thursday, October 8, 2020: 2 pm - 5 pm ET



As you can see, the live webinars will be held on Oct 1st, 6th and 8th from 2-5 pm ET for the PT Self-Study Workshop. Registering for the workshop gives you access to each webinar. If you are unable to attend a live session, you will be able to access it later in APTA's Learning Center. This is also true for the PTA and Developing Program Workshops. The webinars will be available in the learning center for 30 days after the last session in each of the workshop series.

Physical Therapist Assistant Programs Self-Study Workshop Webinars:

Tuesday, September 22, 2020: 4 pm - 7 pm ET

Thursday, September 24, 2020: 11 am - 2 pm ET

Wednesday, September 30, 2020: 4 pm - 7 pm ET



Save the date emails were sent on July 28th and we encourage you to share the email with your faculty and encourage them to consider attending. This is a great professional development activity for all PTA and PT faculty. Each session for all the disciplines is different (not a duplication of information). The three sessions will help in preparing the SSR and addressing the eight Standards and Required Elements.

Developing Programs Workshop Webinars:

Wednesday, September 23, 2020: 12 pm – 3 pm ET

Friday, September 25, 2020: 12 pm – 3 pm ET

Wednesday, September 30, 2020: 12 pm – 3 pm ET



2020 Annual Accreditation Report:

- Questions and instructions will go out in early September.
- 2020 AAR will open in the portal the first part of October.
- Due date is December 1, 2020.



CAPTE Annual Fees:

- CY 2021 (billed during AY 2020-2021) \$4,500
- CY 2022 (billed during AY 2021-2022) \$4,750
- CY 2023 (billed during AY 2022-2023) \$4,750



Just a reminder as you prepare your budgets, for Calendar Year (CY) 2022 (billed during Academic Year 2021-2022), the annual fee will be \$4,750.00 as opposed to \$4,500.00, which is what it was for CY 2020 and CY 2021. Annual fee invoices are sent out to program directors in August and are due December 1 of each year.

34 CFR 668.43 (a)(5)(v)

34 CFR 668.43 (a)(5)(v) states:

(v) If an educational program is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation, or is advertised as meeting such requirements, information regarding whether completion of that program would be sufficient to meet licensure requirements in a State for that occupation, including—

- (A) A list of all States for which the institution has determined that its curriculum meets the State educational requirements for licensure or certification;*
- (B) A list of all States for which the institution has determined that its curriculum does not meet the State educational requirements for licensure or certification; and*
- (C) A list of all States for which the institution has not made a determination that its curriculum meets the State educational requirements for licensure or certification;*



CAPTE has received questions from PT and PTA program directors about Federal Code 668.43 (a)(5)(v) of the federal regulations governing accredited institutions. An email concerning this was sent out to all PDs on Monday, August 3, 2020. Code 668.43 is related to institutional eligibility to participate in the Title IV funding program through the US Department of Education’s Federal Student Aid office. Since CAPTE is not a Title IV gate keeper, our contact with the US Department of Education (DOE) had indicated that programs should work with the financial aid office at their institution to ask the Federal Student Aid office questions related to code 668.43 or student financial aid, as they are the experts on these issues. Meanwhile, our DOE contact reached out to the Federal Student Aid office and found that code 668.43 is concerned with “educational” requirements for licensure, while the term “curriculum” refers to the content of the program. She indicated that a CAPTE-approved program that enables a student to meet the state licensure or certification requirement meets this regulation. Any state licensure or certification requirements beyond that, such as criminal background checks and professional liability insurance, is not covered by this regulation. After receiving this information from our Department of Education contact, CAPTE reached out to Rich Woolf of the Federation of State Boards of Physical Therapy and APTA’s legal and governmental affairs offices; CAPTE offers the information outlined in the next slide.

Code 668.43 (a)(5)(v): PT & PTA Programs could consider stating the following to prospective students:

The program has determined that its curriculum meets the state educational requirements for licensure or certification in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands secondary to its accreditation by the Commission on Accreditation in Physical Therapy Education, based on the following:

CAPTE accreditation of a physical therapist or physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org.



With respect to code 668.43 (a)(5)(v), CAPTE-accredited physical therapist and physical therapist assistant programs may consider offering the information provided in the slide to prospective students. If you did not get the email that was sent on Monday, August 3, 2020, please reach out to your respective Lead Specialist. Again, our DOE contact indicated that, if institutions have questions, they should have their financial aid office contact the Federal Student Aid Department for questions and clarification.

84 FR 58923: §602.23

- §602.23 *Operating procedures all agencies must have.*

(2) All credits and degrees earned and issued by an institution or program holding pre-accreditation from a nationally recognized agency are considered by the Secretary to be from an accredited institution or program.



On 11/1/2019 another United States Department of Education (DOE) update was provided by the Office of Postsecondary Education, Department of Education. On that date (11/1/2019), it published 84 FR 58923, its final regulations which went into effect on 7/1/2020. Part of those regulations included the information shown in the slide. Secondary to CAPTE being recognized by the DOE, a change to CAPTE's Rules of Practice and Procedure was required in order to be in compliance with this DOE Rule.

Rule 7.2 of CAPTE's Rules now states:

7.2 Definition of Candidate for Accreditation

Candidate for Accreditation is a pre-accreditation status, awarded prior to enrollment of students in the technical (PTA programs) or professional (PT programs) phase of the program, which indicates that the physical therapy education program is progressing toward accreditation. All credits and degrees earned and issued by a program holding candidacy are considered to be from an accredited program.



CAPTE voted at its Spring 2020 meeting to change Rule 7.2 of its Rules of Practice and Procedure as noted in the slide (yellow highlight denotes the change made). There were a few other minor unrelated changes made to the Rules at the same time, which can be found by going to CAPTE's Rules of Practice and Procedure found at www.capteonline and look for the yellow highlights.

While the change to Rule 7.2 may seem alarming to some, it is very much similar to what is required for initial accreditation and reaffirmation of accreditation (i.e., submission of an Application for Candidacy/Self-study Report and a Candidacy Visit/On-site Visit, etc.). Accreditation staff also want to provide you with some additional information relevant to CAPTE's change to Rule 7.2. In reviewing CAPTE data from January 1, 2014 to present, it was noted that all programs who had Candidacy status received Initial Accreditation. It was also noted that, of those programs, only three programs (which were PTA programs) who had Candidacy status were denied Initial Accreditation but were then granted Initial Accreditation after Reconsideration.

Thus, the change to Rule 7.2 shouldn't be viewed as causing a problem or posing a threat to the quality of PT and PTA education, or harm to the public, given that all programs who went up for Initial accreditation received it based on a review of the data (2014 to present). This data speaks not only to CAPTE's expectations for Candidacy, but also to CAPTE's monitoring of programs throughout the development process.

CAPTE On-site Visits:

- Format changed to Virtual Visit for the remainder of the year
 - Follow-up on-site visit will be scheduled (required by USDE)
 - Fall 2020 virtual visits
 - Narrated video tour of facilities can be part of 'on-site materials'
 - Allow short break time in between interviews
- Due to the postponement of most Spring 2020 visits to Fall 2020, the majority of visits scheduled for Fall 2020, Spring 2021 and Fall 2021 have been moved to Spring 2021, Fall 2021 and Spring 2022
 - Programs and teams affected have been notified
 - Accreditation staff currently determining the impact this will have on the visit schedule for all other programs
 - No changes being made for programs under review for initial accreditation



On-site visits that were postponed earlier this year due to COVID-19 have been rescheduled as virtual visits, which are being conducted very similarly to the on-site visit. This schedule change has necessitated changing the dates for most visits originally scheduled for fall 2020 through 2021. Programs being reviewed for initial accreditation decisions will stay as previously scheduled. Those programs involved have already been contacted. We are looking at the impact this will have on visit schedules going forward and will be in touch later this year if further changes are needed.

Altogether we have 32 virtual visits (PTA & PT) scheduled for this year and into January. Although we are planning on-site visits in 2021, the decision to use virtual visits will be dependent on the future impact COVID-19 has on travel and safety of all those involved in on-site visits. Feedback from programs and reviewers from the virtual visits that have already occurred has been quite positive.

Since the US Department of Education requires an on-site visit, follow-up on-site visits will be scheduled. We anticipate that most of these visits will be a one day visit with one person and will occur within one year after CAPTE's review of the program.

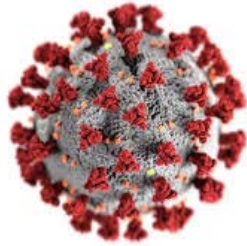
Questions

- Questions over update information covered thus far?



See CAPTE 2020 Town Hall Meeting Summary Questions and Answers Sheet.

COVID-19 Guidance Updates



Please also refer to the CAPTE COVID-19 Guidance Documents which can be found on CAPTE's website at <http://www.capteonline.org/>.

COVID-19 Reporting

- Around July 10, an email went out to PDs indicating that “Effective immediately, programs no longer needed to email reports of their temporary changes.”
- Going forward, CAPTE will utilize an online survey for programs to report temporary changes due to the impact of COVID-19.
- The first survey will cover the period of March 1 – August 31, 2020; it will be sent out mid to late August and will be due by October 1, 2020.



In an effort to systematically gather information regarding the impact of the COVID-19 pandemic on programs, CAPTE has now determined that the most appropriate action is to formalize the process. An email went out to program directors around July 10, 2020 indicating that “Effective immediately, programs no longer needed to email reports of their temporary changes, that a survey would be sent to them around mid-late August for their reporting of changes they have made because of COVID-19.” In hindsight, CAPTE probably should have done this sooner, but back in March, CAPTE did not anticipate that in August we would still be dealing with COVID-19 on a daily basis. The rationale for the survey is to get information from all programs at one time, in the same format, which will lead to easier review and for looking at trends, as well as to assist CAPTE in gaining information for our accreditors (DOE and CHEA) should a report by CAPTE be required.

Accreditation staff anticipate providing a link to the online survey in late August 2020, but no later than September 1, 2020, and it will be due by October 1, 2020. The next survey period will run September 1, 2020 – February 28, 2021. This will continue until the effects of COVID-19 are no longer having an impact on PT and PTA programs. It is CAPTE's hope to be able to provide program directors with aggregate data from the COVID-19 Impact Report Survey in late December or early January.

CAPTE wishes to thank programs for the updates provided to date and hopes this change in reporting process will make it easier to provide the needed information.

COVID-19 Distance Education:

- USDE has permitted CAPTE to allow distance education during the fall semester without prior submission and approval of an Application for Approval of Substantive Change (AASC).

May 18, 2020 (Revised May 26, 2020, highlighted in yellow) Guidance Document



The US Department of Education (DOE) provided updated guidance on May 15, 2020 relevant to distance education. The DOE guidance extended distance education to “include payment periods that overlap March 5, 2020, or that begin on or between March 5, 2020, and December 31, 2020.” Based on this DOE guidance update, CAPTE will allow distance education to continue through December 31, 2020 without prior approval. In the survey, programs will need to document if distance education will be started or continued through December 31, 2020.

Furlough or Lay Off of Faculty/Staff

- Expectation is for programs to remain in compliance with the Standards and Required Elements
 - PT Programs: Elements 4A, 4D, & 4K
 - PTA Programs: Elements 4A & 4D



It is CAPTE's expectation that programs remain in compliance with the Standards and Required Elements related to faculty and faculty qualifications. Elements 4A and 4D state the requirements for each core and associated faculty member. All faculty are expected to have contemporary expertise in assigned teaching areas and demonstrated effectiveness in teaching and student evaluation. With respect to program secretarial/administrative and technical support services, programs are expected to remain in compliance with Element 8B. Thus, the program would need to have access to adequate secretarial/administrative and technical support services to meet expected program outcomes.

PT programs are expected to remain in compliance with Element 4K, such that collective core and associated faculty include an effective blend of individuals with doctoral preparation (including at least 50% of core faculty with academic doctoral degrees). PT programs are also expected to remain in compliance with Element 8A, such that they have sufficient faculty to meet teaching, scholarship, and service expectations and to meet expected program outcomes. Programs must follow CAPTE's Rules of Practice and Procedure, specifically Rule 9.2(a)(1) relating to a change in the program director (temporary or permanent).

PTA programs are expected to remain in compliance with Element 8A such that, minimally, the program employs at least two full-time core faculty members dedicated to the PTA program. One of the full-time core faculty members must be a physical therapist. Programs

must also follow CAPTE's Rules of Practice and Procedure, specifically Rule 9.2(a)(1) relating to a change in the program director (temporary or permanent), and 9.2.(a)(3) for PTA programs relating to a change in PTA program core faculty composition.

Both PT/PTA programs in the pre-accreditation process are expected to adhere to hiring deadlines as stated in Rule 7.8 (d)(1) regarding notification of a full-time program director being employed, 18 months prior to due date of Reconfirmation of Intent, and Rule 7.8 (h)(1) regarding notification of a 2nd full-time core faculty member being employed 9 months prior to the due date of Reconfirmation of Intent. At the time of submission of the AFC, per rule 7.10 (b)(9)(vi)(a), PT programs must have at least three full-time core faculty members, including the PD and DCE, employed. Additionally, the program must have hired or executed contracts with sufficient faculty to implement the first two years of the program, and AT LEAST 50% of the core faculty must hold academic doctoral degrees. At the time of submission of the AFC per rule 7.10(b)(9)(vi)(b), PTA programs must have at least two full-time core faculty employed, including the PD and DCE/ACCE and one of which must be a licensed PT. Additionally, the program must have hired or executed contracts with sufficient core/associated faculty to cover all courses for full implementation of the program.

Final Year or Final 12 Months of the Program:

- At the point that students enter into their final year/12 months of the program, if CAPTE's COVID-19 guidance is still in effect, the student would then fall under the guidance offered for students in the final year/12 months of the program.

May 18, 2020 (Revised May 26, 2020, highlighted in yellow) CAPTE Guidance Document

April 14, 2020 (revised 4/15/2020) --CAPTE Guidance Document #5



CAPTE would also like to clarify that students who enter their final year/12 months of a program before CAPTE terminates its COVID-19 guidance on clinical education experiences and curriculum sequencing will be allowed to follow the CAPTE guidance, provided the program chooses to follow it. Programs are expected to maintain appropriate documentation that supports their decisions and outcomes. Permanent program changes must follow the procedures for reporting and approval of program changes as outlined in Part 9 of CAPTE's Rules of Practice and Procedure. Please refer to the listed CAPTE COVID-19 Guidance Documents for additional information.

Final Year/12 Months of the Program:

4/14/20 (revised 4/15/2020) -CAPTE Guidance Document #5

Addendum: A program's core faculty are responsible for ensuring public protection and for graduating students who demonstrate entry-level competence across the continuum of care.

CAPTE appreciates that there are unique circumstances for individual students. When a student in their last year/12 months of the program does not meet each of the three CAPTE expectations outlined in paragraph 3 above (#1, #2, and #3), the program is responsible for developing a plan that, when successfully completed, demonstrates that the student met an equivalent plan to the one outlined above. An equivalent plan may include the use of student experiences and skills gained during the student's time in the program.



The addendum in the April 14th CAPTE COVID-19 Guidance Document provides programs with flexibility in determining alternative learning experiences when students in the last 12 months of the program are unable to complete clinical education courses as originally designed. The equivalent plan is a core faculty decision; CAPTE approval is not required. CAPTE has the expectation that the core faculty have the responsibility to ensure students have reached entry-level and are competent, safe, and ready to graduate.

Clinical Education for Students Who are Not Yet in the Final Year/12 months

- Each student must meet the required depth and breadth of placements required by their program's current policies and by Elements 6L1 & 6L2 (PT) and 6J1 & 6J2 (PTA) of CAPTE's Standards and Required Elements.
- Each student must meet the expectations/outcomes of the program's specific clinical education course(s).
- Each PT student must complete a minimum of 30 full-time weeks or 1,050 hours in the full-time clinical experiences (the hours of part-time clinical experiences cannot be included) prior to graduation (Element 6M). Each PTA student must complete 520 hours for PTA programs prior to graduation (Element 6K).



The March 16, 2020, CAPTE COVID-19 Guidance Document provided guidance on students who are **not** in their final year/12 months of the program. The guidance indicates that each student must meet the required depth and breadth of placements required by their program's policies and by the relevant elements in the Standards and Required Elements., which are 6L1 and 6L2 for PT and 6J1 and 6J2 for PTA. Each student is expected to meet the expectations/outcomes of the program's specific clinical education course(s). Each PT student must complete a minimum of 30 full-time weeks or 1,050 hours in the full-time clinical experiences prior to graduation (Element 6M). Each PTA student must complete 520 hours for PTA programs prior to graduation (Element 6K).

What Happens When CAPTE Terminates its COVID-19 Guidance?

- For students who are actively enrolled in a program in which the school is following the CAPTE COVID-19 guidance on clinical education experiences and curriculum sequencing, those guidance exceptions will carry through until graduation, unless the program chooses to return to its preCOVID-19 policies and procedures for those students.



For students who are actively enrolled in a program in which the school is following the CAPTE COVID-19 guidance on clinical education experiences and curriculum sequencing, those guidance exceptions will carry through until graduation, unless the program chooses to return to its preCOVID-19 policies and procedures for those students.

Programs are expected to maintain appropriate documentation that supports their decisions and outcomes. Permanent program changes must follow the procedures for reporting and approval of program changes as outlined in Part 9 of CAPTE's Rules of Practice and Procedure. Any temporary changes due to COVID-19 that a program wants to make permanent might need to be approved via an AASC or, if appropriate, reported to CAPTE as delineated in part 9 of CAPTE's Rules of Practice and Procedure. As a reminder, all changes that require reporting must be done outside of a compliance report or the AAR.

CAPTE's plans are to continue with the guidance documents as long as allowed by CAPTE's accreditors, i.e., DOE and CHEA.

Questions Sent In Related to COVID-19

With CAPTE's Response

*Together We Will
Get Through This!*



Question 1

- With limited acute care spots due to COVID-19, what should be the outcome for students who may not have access to an acute care rotation.



Programs need to determine the skill set(s) which the student may be missing and then determine, based on the resources at your institution and program, what activities could be developed. It might include simulation, video, or paper cases, or additional skill testing. Accreditation staff have heard from programs that are taking advantage of local clinicians who have been furloughed to assist with some of these activities.

Again, consider what is the skill set that's needed and how is it that you can ensure your students have met it, i.e., what do you want your graduates to be able to do? What other activities/experiences could you provide them with to ensure they are proficient in the skills they would have gained with the acute care rotation? The plan that the core faculty comes up with for individual students needs to ensure each student meets the requirements of Element 6L for PT and Element 6J for PTA.

Question 2

- Due to the effects of COVID-19 and resultant loss of clinical sites, is home health an acceptable clinical education experience for PTA and PT students?



Home health facilities are acceptable clinical education experiences for both PTA and PT students. The program determines what types of clinical education experiences are required for their program's students based on program policies and procedures and CAPTE's Standards and Required Elements. Check with your state's practice act to see if additional restrictions for supervision, etc. are defined. Programs need to ensure that they are in compliance with the Standards and Required Elements related to clinical education experiences, i.e., Element 6L for PT and Element 6J for PTA.

Question 3

- The current CAPTE COVID-19 guidance documents allow for decreased clinical hour requirements for students who graduated in 2020; will these changes still be in effect for students who graduate in 2021 and 2022?



As long as CAPTE's COVID-19 guidance is in effect when the student starts their last year/12 months of the program, the program is allowed to follow the guidance. As stated previously, for students who enter their final year/12 months of a program during the time that the CAPTE COVID-19 guidance is in effect, programs (if they choose) can follow the clinical education experience and curriculum sequencing as outlined in the guidance documents. Programs are expected to maintain appropriate documentation that supports their decisions and outcomes. So, in response to the question, it depends on when the student enters the last year/12 months of the program and whether the COVID-19 guidance is in effect at the time.

Question 4

- Will due dates for pending SSRs remain the same or be delayed?
- Should we address COVID-19 and changes/impact it has had?
- If Employment Rates and Graduation Rates are impacted by COVID-19, how will that be viewed by CAPTE?
- How long will COVID-19 guidance be in effect?



SSR due dates will remain the same, i.e., they are due 60 days before the start of the scheduled on-site/virtual visit. Given that COVID-19 is still with us and programs are continuing to be impacted by it, programs should address temporary changes they have/are making due to COVID-19. Programs having questions should reach out to the appropriate Lead Specialist. Once CAPTE has the data from the first COVID-19 Impact Report Survey and the quarterly reports provided by the Federation of State Boards of Physical Therapy, the Commission will have a better idea of the effects of COVID-19 on employment, retention, and licensure pass rates. This information will also be reported in each program's 2020 Annual Accreditation Report, which will provide CAPTE with additional information of the effects of COVID-19 and CAPTE will provide information relevant to these rates as appropriate.

As previously stated, the addendum in the April 14th CAPTE COVID-19 Guidance Document, revised on April 15th, provides programs the ability to develop alternative learning experiences. Accreditation staff's suggestions would be to identify what skill set will the student be missing and then determine, based on the resources at your institution and program, what activities could be developed. It might include simulation, video or paper cases, or additional skill testing. Staff have heard from programs that are taking advantage of local clinicians who have been furloughed to assist with some of these activities.

Question 5

- Will candidacy visits be virtual for programs going up for initial accreditation in June 2021?
- Many institutions are facing significant financial challenges due to COVID-19; what is CAPTE's position on decreasing a program's budget to meet these needs?



The decision to have on-site or virtual visits in 2021 will be dependent on the future impact COVID-19 has on travel and safety of all those involved in on-site visits.

Budget: CAPTE understands that institutions may need to make financial decisions. The expectation is that the program is being treated the same as the other programs at the institution.

Question 6

- What are recommendations for adapting lab activities to an online setting, and can certain lab assessments be performed online?
- Are students being infected with COVID-19 while on clinicals and how is this being handled?



As outlined in the various COVID-19 Guidance Documents, CAPTE has left it up to core faculty to determine which lab activities could be demonstrated, practiced, or tested online. Accreditation staff recommend that programs reach out to their colleagues, either individually or through local consortia, the APTA Academy of Education and, for PT programs, ACAPT for ideas on how to adapt activities to an online format. You might also seek counsel of faculty at your institution from other health programs.

Accreditation staff have not received any information regarding students being infected while on clinicals. We are hearing that programs are giving students the option as to whether or not they want to continue in clinical education courses at this time.

Question 7

- What does CAPTE recommend as far as curriculum development and course delivery format for developing PTA programs; do we automatically do as much as possible through distance learning from the start or have an “emergency” plan in place?
- What does CAPTE feel is the best option for replacing direct observation hours required by program applicants?



The Application for Candidacy is the institution’s plan to implement a new PT or PTA Program. Curriculum design and delivery should reflect this plan and how it will be implemented once approved by CAPTE. Alternative delivery formats may take place due to COVID-19 and CAPTE would need to know about those also. If the plan is a distance learning curriculum, this should be stated.

Application requirements are up to each program, and the value of the requirements is determined as such. Perhaps considering essays about the profession or other ways to duplicate what the “value” of observation hours was attempting to achieve in the application process might be considered. CAPTE is not advocating this; it is only offering it as an example.

Additional Questions?



Please refer to the CAPTE 2020 Town Hall Meeting Summary of Questions and Answers Document.

Open Dialogue



Thank You For Joining US!

