



## Classification Description

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**Job Title:** Program Director,  
Physical Therapist Assistant

**Pay Grade:** 120

**Job Code:** 4190

**FLSA Status:** Exempt

### **Job Purpose**

The Program Director, Physical Therapist Assistant serves as the program administrator of the Associate of Science in Physical Therapist Assistant (PTA) program within FSW's School of Health Professions. Work includes planning, implementing, directing, and evaluation of effective and efficient instructional systems within available resources, consistent with regional and program accreditation standards, federal and state statutes, and the College mission.

### **General Responsibilities**

#### **Essential Functions**

Provides instructional support, as assigned, in delivering didactic, clinical, laboratory, simulation, and online/remote education within the PTA program.

Teaches one (1) course per semester (Fall and Spring) in the area of expertise/credentialing, up to three (3) semester hours per course, as assigned by the supervisor.

Establishes and interprets PTA program policies and procedures consistent with College instructional policies and CAPTE accreditation

Establishes PTA program goals and objectives in cooperation with the Dean, School of Health Professions, Associate Dean of Health Professions, PTA program advisory committees, if applicable, and/or PTA and other program faculty/administrators.

Provides an effective organization through the hiring, training, evaluating and motivating PTA program instructional and support employees. Develops and maintains an organizational structure that ensures effective and efficient PTA program operations and student learning outcomes.

Provides an effective and efficient system for assessment, delivery, and evaluation of PTA program courses; monitors the instructional delivery system and guides the improvement of instructional quality on a regularly scheduled basis to ensure uniform and consistent practice within the PTA program guidelines.

Provides an effective communication system within the PTA program and with associated external agencies, community groups, or other related organizations to foster the exchange of ideas while providing opportunities for faculty and staff to participate in developing recommendations to enhance the PTA program.

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Prepares and recommends the PTA program budget; monitors expenditures to maximize the utilization of available resources.

Recruits and advises students who demonstrate an interest in the PTA program; creates and manages recruitment events as appropriate for the PTA program.

Coordinates student learning experiences and guides students to ensure retention and student success.

Secures and maintains facilities and equipment assigned to the PTA program.

Provides accurate and timely information for the printing and publishing of class schedules, PTA program recruitment brochures, information/application packets, the PTA program webpage, and the College catalog.

Initiates and maintains PTA program accreditation status with SACS and the appropriate program accrediting agencies (Commission on Accreditation in Physical Therapy Education-CAPTE); manages and accepts responsibility for the outcome of future accreditation/reaccreditation processes.

Compiles measurable outcomes of PTA program effectiveness and student success.

Coordinates and participates in the PTA advisory committees, department meetings, and other ad hoc committee work, as assigned.

Communicates news, and current information (e.g., curriculum, clinical education objectives, staffing changes, and site availability) among all concerned stakeholders (e.g., the academic institution, clinical education sites, clinical faculty, and students) to maintain current knowledge of the educational program, the clinical education site, and health care changes affecting clinical practice and education.

Oversees the Academic Coordinator of Clinical Education (ACCE) in the following:

- Dissemination of appropriate student and related information, including health insurance, liability/malpractice insurance, state/federal laws and regulations, such as ADA.
- Data collection and records of Level 2 background and drug check.
- Ongoing communication with clinical educators at each clinical education site to include:
  - philosophy of the academic program;
  - academic program curriculum and specific syllabus and learning objectives for each clinical experience and behavioral expectations that may not be addressed by learning objectives;
  - policy and procedures of the academic program pertaining to clinical education;
  - current materials required for accreditation;
  - clinical education contractual agreement negotiated and maintained between the academic program and each clinical education site in accordance with established School of Health Professions and FSW contract processes;

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- dissemination of appropriate student and related information (e.g., health insurance, liability/malpractice insurance, state/federal laws and regulations such as ADA);
- collection of information about clinical education sites for use by students in their selection of or assignment to clinical education sites;
- provision of dates for each clinical education experience;
- academic program requests from clinical education sites regarding the number and type of available student clinical placements;
- coordinating student assignments (consideration might be given to items such as patient variety, health care settings and size, types of learning experiences, clinical site and student expectations, strengths/limitations of clinical experiences);
- clinical faculty development opportunities, including educational seminars and faculty availability as a resource in their areas of expertise, and;
- maintenance and distribution of a clinical education manual.

Oversees communication with Center Coordinators of Clinical Education (CCCEs), Clinical Instructors (CIs), and students to monitor progress and assess student performance. Provides guidance and support as required to problem-solve and discuss pertinent issues with the student(s), CIs, and/or CCCEs.

Oversees placement, supervision, and student communication while on clinical experiences.

Responsibilities associated with these roles include, but are not limited to:

- informing students of clinical education policies and procedures;
- supplying relevant clinical education site information to facilitate students' selection of or assignment to clinical education sites (e.g., learning experiences, clinical site prerequisites, housing availability);
- providing a process for students to assess their performance and satisfaction;
- preparing clinical rotation assignment schedules and coordinating information dissemination to clinical education sites;
- assisting with educational planning, behavior/performance modification, remedial education, referral to student support agencies (financial aid counseling as required), and
- arranging for periodic and or impromptu visits/communication to students, clinical education sites, and clinical faculty as needed to problem solve, support, and discuss pertinent issues with the student(s), CIs, and/or CCCEs.

Oversees the evaluation of each clinical education site through student feedback, on-site visits, and ongoing communications and routinely shares this information with academic and clinical faculties. Ensures feedback is provided to clinical educators concerning their effectiveness in delivering clinical learning experiences based on student feedback and through direct observations.

Responsibilities associated with oversight of clinical roles include, but are not limited to:

- Develops criteria and procedures for clinical site selection, utilization, and assessment (e.g., APTA Guidelines for Clinical Education).

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- Establishes, develops, and maintains an adequate number of clinical education sites relative to quality, quantity, and diversity of learning experiences (i.e., continuum of care, commonly seen diagnoses, across the lifespan, health care delivery systems, payers, cultural competence issues) to meet the educational needs of students and the academic program, the philosophy and outcomes of the program, and evaluative criteria set by CAPTE.
- Provides clinical education site development opportunities through ongoing evaluation and assessment of strengths and areas needing further development or action (e.g., in-service training, discontinuing student placements).
- Participates in regional, state, and/or national clinical education forums, clinical education-related activities, and programs designed to foster clinical education (e.g., Clinical Education Consortia, Clinical Education Special Interest Group (SIG) of the Section for Education, Chapter Clinical Education SIGs, and APTA Education Division activities).
- Develops and implements a plan for self-development that includes the participation in and enhancement of teaching, delivery of physical therapy services, and development of scholarly activities (e.g., scholarship of teaching, application, integration, and discovery). {Refer to CAPTE Position Paper on Scholarship Expectations [PT Criterion 2.2.4.2], December 2000}

Performs other duties as assigned.

These essential job functions are not to be construed as a complete statement of all duties performed; employees will be required to perform other job-related duties as required. An employee with a disability is encouraged to contact the Human Resources Office to evaluate the job in greater detail to determine if she/he can perform the essential functions of this job with or without reasonable accommodation.

### **Knowledge, Skills and Abilities**

#### **Minimum Qualifications**

Master's degree from a regionally accredited institution of higher education in a related field.

Five (5) years full-time, post-licensure clinical experience that includes experience in the PT/PTA relationship in addition to:

- didactic and/or clinical teaching experience;
- experience in administration/management;
- experience in educational theory and methodology, instructional design, student evaluation, and outcomes assessment (*effective 2018, nine (9) credits of post-professional coursework in educational foundations or letter of exception from CAPTE*)

Current, unrestricted PT or PTA State of Florida License.

Maintains required 24 CEU per licensing period.

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Knowledgeable of accreditation processes and procedures.

Personal and educational philosophy compatible with the mission, goals, and objectives of Florida SouthWestern State College.

Demonstrated competency in computer applications.

Demonstrated experience using a personal computer, office software such as MS Office, and electronic mail.

Demonstrated ability to:

- Think critically and creatively, have a high standard of integrity, and be motivated to incorporate best practices into the organizational culture.
- Exhibit a thorough knowledge of policies, procedures, and outside regulations pertaining to the position.
- Possess a working knowledge of operational and fiscal analysis techniques.
- Make presentations in front of various group sizes.
- Take initiative and independently plan, organize, coordinate, and perform work in various situations involving numerous and diverse demands.
- Anticipate, investigate, and analyze problems and address them proactively.
- Communicate effectively, both orally and in writing.
- Establish and maintain effective working relationships with faculty, staff, students, and the public.
- Work in a fast-paced, demanding environment.
- Work independently and follow through on assignments.
- Exhibit solid organizational skills and be detail-oriented.
- Work with various constituencies and be willing to contribute to a team effort.
- Exercise discretion and good judgment at all times and contexts and maintain confidentiality.
- Work effectively with all constituencies of the College.
- Collect, organize, analyze, and present information meaningfully.
- Collaborate and be effective in working with diverse populations.

### **Critical Skills/Expertise**

All employees are expected to:

- Promote a common purpose consistent with stated College goals and demonstrate a commitment to students and the learning environment.
- Possess the knowledge of general written standards and procedures utilized and can read, interpret, and follow procedural and policy manuals related to the job tasks.
- Demonstrate the ability to respond to supervision, guidance, and direction in a positive, receptive manner and per the stated policies.
- Provide quality customer service by creating a welcoming and supportive environment.
- Present a professional image in word, action, and attire.
- Demonstrate professionalism in dealing with a diverse population while understanding and respecting each other's view of the world, personalities, and working styles.

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- Conduct oneself in a manner consistent with the College's standards of ethical conduct.
- Apply effective techniques to create working relationships with others to achieve common goals; successfully communicate and collaborate with others to achieve goals.
- Demonstrate skills necessary to look at situations and processes critically to make recommendations for improvement.

### **Work Conditions/Physical Demands/Special Conditions**

Physical: Routinely requires the ability to see, hear, and speak. Routinely requires sitting, bending, stooping, and walking. On occasion, incumbents may be required to lift 20 or more pounds.

Environmental: Normal general office, classroom, laboratory, and clinical sites.

Mental: Routinely requires the ability to interpret, analyze and perform critical thinking skills.

Approved: October 30, 2023. Revised: January 5, 2024.