Job Description
Physical Therapist Assistant Program Director

Established in 1999, Professional Health Training Academy offered educational training in healthcare to residents in central Florida. In 2005, the institution, understanding the importance of offering quality education to the community, undertook the extensive process of earning accreditation. In 2006, the institution was granted Accreditation from the Council on Occupational Education. The institution experienced significant growth in 2008, changing its name to Taylor College to accurately reflect the mission and programs offered to the community. That same year, classes were offered at the newly established Belleview campus. In 2010, Taylor College expanded the educational opportunities available to students by offering Associate Degree programs and classes through distance learning.

The Physical Therapist Assistant program at Taylor College is Accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22317; telephone: (703) 706-3245; email:accreditation@apta.org; website: http://www.capteonline.org.

Our PTA Program Director provides effective leadership for the PTA program including, but not limited to, responsibility for communication, program assessment and planning, fiscal management, and faculty evaluation. The PTA Program Director is responsible for teaching assigned courses, and is responsible for planning learning activities which meet education outcomes based on the standards set by CAPTE accreditations standards, Taylor College policies, regulatory requirements, and acceptable practices. The PTA Program Director provides leadership through planning, developing, implementing, coordinating, and evaluating program curricula. The Program Director is responsible for providing education and academic and career advisement of students.

Education
Master's in Physical Therapy or Doctorate Degree in Physical Therapy.

Qualification
- Must have an active Physical Therapy license or eligible to be licensed in the state of Florida.
- Demonstrated the ability to achieve goals, influence others, and meet deadlines.
- Proficient in computers (Word, Excel, Access, Outlook, Power Point & Adobe).
- Must be able to multitask.
- Experience with presenting information to both small and large groups.
- Proven strong communication skills and the ability to work with people from diverse backgrounds and experiences.

Experience
- Required: Five (5) years of experience in academic, clinical or administrative Physical Therapy of any combination thereof.

Responsibilities
The following are the responsibilities of the Physical Therapist Assistant Program Director, but are not limited to the following:
- Oversee the training, accuracy and performance of all faculty members within the program.
- Development and maintenance of an environment conducive to the teaching/learning process.
- Leadership within the faculty for the development and implementation of the curriculum.
- Faculty recruitment, development and evaluation.
• Liaison with the Florida Board of Physical Therapist Assistant.
• Establish instructional facility training, reference and clinical site requirements.
• Continuously review and plan course revisions to meet the changing needs of Physical Therapist Assistant education.
• Evaluate and select course text and reference materials.
• Conform to policies and procedures of the institution.
• Active membership/participate in professional associations.
• Responsible for maintenance of accurate information, that is easily accessible to the public, on the program website regarding accreditation status (including CAPTE logo and required accreditation statement) and current student achievement measures.
• Ensures timely submission of required fees and documentation, including reports of graduation rates, performance on state licensing examinations, and employment rates.
• Follows all policies and procedures of CAPTE as outlined in the CAPTE Rules of Practice and Procedure document.
• Responsible for timely notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status or legal authority to provide post-secondary education; and will come into compliance with accreditation Standards and Required Elements within two years of being determined to be out of compliance.

Competency 1 - Facilitate Learning
1. Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context
2. Grounds teaching strategies in educational theory and evidence-based teaching practices
3. Recognizes multicultural, gender, and experiential influences on teaching and learning
4. Engages in self-reflection and continued learning to improve teaching practices that facilitate learning
5. Uses information technologies skillfully to support the teaching-learning process
6. Practices skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts
7. Models critical and reflective thinking.
8. Creates opportunities for learners to develop their critical thinking and critical reasoning skills.
9. Shows enthusiasm for teaching, learning, and Physical Therapist Assistant that inspires and motivates students.
10. Demonstrates interest in and respect for learners.
11. Uses personal attributes (e.g., caring, confidence, patience, integrity and flexibility) that facilitate learning.
12. Develops collegial working relations with students, faculty colleagues, and clinical agency personnel to promote positive learning environments.
13. Maintains the professional practice knowledge base needed to help learners prepare for contemporary Physical Therapist Assistant practice.
14. Serves as a model of professional Physical Therapist Assistant.

Competency 2 - Facilitate Learner Development and Socialization
1. Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners
2. Provides resources to diverse learners that help meet their individual learning needs
3. Engages in effective advisement and counseling strategies that help learners meet their professional goals
4. Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners' self-reflection and personal goal setting
5. Fosters the cognitive, psychomotor, and affective development of learners
6. Recognize the influence of teaching styles and interpersonal interactions on learner outcomes
7. Assists learners to develop that ability to engage in thoughtful and constructive self and peer evaluation.
8. Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy

**Competency 3 - Use Assessment and Evaluation Strategies**
1. Uses extant literature to develop evidence-based assessment and evaluation practices
2. Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains
3. Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals
4. Uses assessment and evaluation data to enhance the teaching-learning process
5. Provides timely, constructive, and thoughtful feedback to learners
6. Demonstrates skill in the design and use of tools for assessing clinical practice

**Competency 4 - Participate in Curriculum Design and Evaluation of Program Outcomes**
1. Ensures that the curriculum reflects institutional philosophy and mission, current Physical Therapist Assistant and health care trends, and community and societal needs so as to prepare graduates for practice in a complex, dynamic, multicultural health care environment
2. Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies
3. Bases curriculum design and implementation decisions on sound educational principles, theory, and research
4. Revises the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends
5. Implements curricular revisions using appropriate change theories and strategies
6. Creates and maintains community and clinical partnerships that support educational goals
7. Collaborates with external constituencies throughout the process of curriculum revision
8. Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program

**Competency 5 - Function as a Change Agent and Leader**
1. Models cultural sensitivity when advocating for change
2. Integrates a long-term, innovative, and creative perspective into the PTA educator role.
3. Participates in interdisciplinary efforts to address health care and educational needs locally, regionally, nationally, or internationally
4. Evaluates organizational effectiveness in Physical Therapist Assistant education
5. Implements strategies for organizational change
6. Provides leadership in the parent institution as well as in the Physical Therapist Assistant program to enhance the visibility of Physical Therapist Assistant and its contributions to the academic community
7. Promotes innovative practices in educational environments
8. Develops leadership skills to shape and implement change

**Competency 6 - Pursue Continuous Quality Improvement in the Nurse Educator Role**
1. Demonstrates a commitment to life-long learning
2. Recognizes that career enhancement needs and activities change as experience is gained in
the role
3. Participates in professional development opportunities that increase one's effectiveness in the role
4. Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution
5. Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness
6. Engages in activities that promote one's socialization to the role
7. Uses knowledge of legal and ethical issues relevant to higher education and Physical Therapist Assistant education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment
8. Mentors and supports faculty colleagues

Competency 7 - Engage in Scholarship
1. Draws on extant literature to design evidence-based teaching and evaluation practices
2. Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role
3. Designs and implements scholarly activities in an established area of expertise
4. Disseminates Physical Therapist Assistant and teaching knowledge to a variety of audiences through various means
5. Demonstrates skill in proposal writing for initiatives that include, but are not limited to, research, resource acquisition, program development, and policy development
6. Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality, and creativity

Competency 8 - Function within the Educational Environment
1. Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues
2. Identifies how social, economic, political, and institutional forces influence higher education in general and Physical Therapist Assistant education in particular
3. Develops networks, collaborations, and partnerships to enhance Physical Therapist Assistant's influence within the academic community
4. Determines own professional goals within the context of academic Physical Therapist Assistant and the mission of the parent institution and Physical Therapist Assistant program
5. Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers
6. Incorporates the goals of the Physical Therapist Assistant program and the mission of the parent institution when proposing change or managing issues
7. Assumes a leadership role in various levels of institutional governance
8. Advocates for Physical Therapist Assistant and Physical Therapist Assistant education in the political arena

PHYSICAL DEMANDS AND WORK ENVIRONMENT

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions. The associate must occasionally lift and/or move up to 50 pounds. While performing the duties of this job, the associate is regularly required to sit. The associate is frequently required to talk and hear. The associate is frequently required to stand, walk, use hands and fingers, handle, or feel and stoop, kneel, crouch, or crawl. The noise level in the work environment is usually moderate.

Essential Physical Skills
- Acceptable eyesight (with or without correction).
- Acceptable hearing (with or without hearing aid).
• Ability to communicate both orally and in writing.
• Ability to access file cabinets for filing and retrieval of data.
• Ability to sit at a desk and view a display screen for extended periods of time.
• Ability to access input and retrieves information from a computer.
• Able to actively demonstrate and participate in the skills laboratory and clinical without physical limitations.

Environmental Conditions
• Works inside a classroom/laboratory environment.
• Clinical sites at various locations

Requirements
• Ability to travel to and from clinical sites.
• Implement Physical Therapist Assistant faculty committee meetings.

Supervisor
• Campus President