

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

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Application Deadline: November 13, 2018

FACULTY – Director of Clinical Education (DCE)

Full-Time (175 days), Non-Tenure Track, Categorically Funded, Contract Position

GENERAL DESCRIPTION OF DUTIES:

The DCE holds a faculty appointment and has administrative, academic, service, and scholarship responsibilities consistent with the vision, mission and values of the community college district. This individual demonstrates competence in clinical education, teaching, and curriculum development. In addition, the DCE primary responsibilities are to plan, coordinate, facilitate, administer, and monitor activities on behalf of the Mendocino College PTA Program and in coordination with the PTA Program Director and other faculty members. These activities include but are not limited to the following:

- developing, monitoring, and refining the clinical education component of the curriculum,
- facilitating quality learning experiences for students during clinical education,
- evaluating students' performance, in cooperation with other faculty, to determine their ability to integrate didactic and clinical learning experiences and to progress within the curriculum,
- educating students, clinical and academic faculty about clinical education,
- selecting clinical learning environments that demonstrate characteristics of sound patient/client management, ethical and professional behavior, and currency with physical therapy practice,
- maximizing available resources for the clinical education program,
- providing documented records and assessment of the clinical education component (includes clinical education sites, clinical educators, etc), and
- actively engaging core faculty clinical education planning, implementation, and assessment.
- Teach assigned courses in the Physical Therapist Assistant curriculum. Dependent upon qualifications, the instructor may be assigned to teach additional courses in the Allied Health programs or other programs/divisions as appropriate.
- Conduct classes/laboratories on days and times as assigned according to the current academic calendar.

The DCE serves as a liaison between the Mendocino College PTA Program and the clinical education site as part of his/her responsibilities. The DCE, in cooperation with other academic faculty, establishes clinical education site and facility standards, selects and evaluates clinical education sites, and facilitates ongoing development of and communication with clinical education sites and clinical faculty.

POSITION DESCRIPTION:

The DCE is responsible for coordinating and managing the efforts of the Mendocino College PTA Program and clinical education sites in the education and preparation of PTA students by performing the following activities:

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I. Communicates Between Mendocino College and Affiliated Clinical Education Sites

A. Communicates news, and current information (eg, curriculum, clinical education objectives, staffing changes, and site availability) among all concerned stakeholders (eg Mendocino College, 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.

B. Provides ongoing communication with clinical educators at each clinical education site to include:

- philosophy of the Mendocino College PTA Program;
- Mendocino College PTA 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 Mendocino College PTA Program pertaining to clinical education;
- current materials required for accreditation;
- clinical education contractual agreement negotiated and maintained between the Mendocino College PTA Program and each clinical education site;
- 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;
- Mendocino College PTA 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.

C. Communicates and 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 student(s), CIs, and/or CCCEs.

D. Places, supervises, and communicates with students 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 (eg, 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;

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- 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 student(s), CIs, and/or CCCEs.

E. Evaluates each clinical education site through student feedback, on-site visits, and ongoing communications and routinely shares this information with academic and clinical faculties. Provides feedback to clinical educators concerning their effectiveness in delivering clinical learning experiences based on student feedback and through direct observations.

II. Clinical Education Program Planning, Implementation, and Assessment

A. Performs academic responsibilities consistent with the Commission on Accreditation in Physical Therapy Education (CAPTE), and with Mendocino College policy.

- Coordinates and teaches clinical education courses and other related course content based on areas of content and clinical expertise.
- Directs effort and attention to teaching and learning processes used throughout the curriculum (eg, management and education theory, adult learning).
- Monitors and documents the academic performance of students to ensure that they successfully achieve the criteria for completing clinical learning experiences.
- Reviews and records student evaluations from CIs and determines the final grade for all clinical education courses in the curriculum.
- Utilizes intervention strategies with CIs, CCCEs, and students who excel or demonstrate difficulties while on clinical education experiences or require learning strategies where a disabling or learning condition is present.
- Develops remedial experiences for students, if necessary. Confers with the appropriate faculty (clinical and academic), the Program Director, Dean, Administration and other individuals (eg, counseling staff) where applicable
- Provides direct input into curriculum design, review, and revision processes by:
 - Collecting and organizing pertinent information from clinical education sites and students and disseminating this information to faculty during curricular review processes in a timely manner.
 - Preparing reports and/or engaging in discussions with faculty on student progress in clinical education.
 - Keeping faculty informed about the clinical education program, pertinent policies and procedures, and changes influenced by accreditation.
- Assists the Program Director with coordination of the Program Advisory Committee consisting of area clinical educators, employers, or other members.
- Participates in academic program meetings, institutional governance, and/or community service activities as appropriate to the vision, mission and values of the community college district.
- 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.

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- Functions as a faculty member in other job responsibilities as delegated by the Program Director or as required by Mendocino College.
- Monitors the changing health care delivery system and advises the Program Director and faculty of changing trends and potential impact on student enrollment, instruction, curriculum design, clinical education, and equipment needs.
- Develops and administers information and education technology systems which support clinical education and the curriculum.
- Participates in regional, state, and/or national clinical education forums, clinical education related activities, and programs designed to foster clinical education (eg, Clinical Education Consortia, Clinical Education Special Interest Group (SIG) of the Section for Education, Chapter Clinical Education SIGs, and APTA Education Division activities).

B. Manages administrative responsibilities consistent with CAPTE, federal/state regulations, Mendocino College policy, and practice setting requirements.

- Administers a system for the Mendocino College PTA Program's clinical education records which include:
 - current database of clinical education sites;
 - current information on clinical education site and clinical faculty;
 - status of negotiated clinical education agreement between the Mendocino College PTA Program and clinical education site;
 - utilization of clinical education sites;
 - reports on the performance of students in clinical education, and
 - reports on clinical site/faculty performance in clinical education.
- Acts as an intermediary among the appropriate parties to:
 - facilitate the acquisition of clinical education agreements;
 - administer policies and procedures for immunization, preventive health care practices, and for management of student injury while at clinical sites, and
 - ensure liability protection of students inclusive of professional, governmental, institutional, and current risk management principles.
- Assists the Program Director in the development of a program budget by providing input on items related to the clinical education program and overall program budget.
- Manages fiscal allocations budgeted for clinical education.
- Develops, implements, and monitors adherence to policy and procedures for the clinical education component of the curriculum.
- Develops, administers, and monitors the Mendocino College PTA Program's evaluation process for the clinical education component, including instruments used for evaluation of student performance, clinical education sites and faculty.
- Participates in the preparation of accreditation documentation and outcome performance assessment of students in the physical therapy program.

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III. Clinical Site Development

- A. Develops criteria and procedures for clinical site selection, utilization, and assessment (eg, APTA Guidelines for Clinical Education).
- B. 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 Mendocino College PTA Program, the values and outcomes of the program, and evaluative criteria set by CAPTE.
- C. Provides clinical education site development opportunities through ongoing evaluation and assessment of strengths and areas needing further development or action (eg, in service training, discontinue student placements).

IV. Clinical Faculty Development

- A. Collaborates with clinical faculty to promote, coordinate, plan, and provide clinical faculty development opportunities using effective instructional methodologies and technologies.
- B. Encourages clinical faculty to participate in local, statewide, and national forums designed to foster and discuss issues addressing clinical education.
- C. Maintains knowledge of current trends in health care and its effect on clinical education and apprises clinical educators and faculty of any changing trends.
- D. Mentors other academic faculty about their role and responsibilities related to clinical education (eg, clinical site visits, determining readiness for the clinic).

MINIMUM REQUIREMENTS/QUALIFICATIONS:

- Graduate of an accredited physical therapist assistant or physical therapist program, or deemed equivalent program.
- Earned associate degree as a physical therapist assistant or professional degree as a physical therapist.
- Licensed in the state of California.
- Minimum of 3 years of clinical experience as a physical therapist assistant or physical therapist with earned bachelor degree or higher, minimum 6 years of clinical experience with earned associate degree.
- Minimum of 3 years of clinical teaching and/or clinical coordination experience.
- Strong communication, organization, interpersonal, problem-solving, and counseling skills.
- Current knowledge and skill in the use of information and computer technology (e.g., word processing, e-mail, database) or proven ability to learn these skills.
- Able to work with students with special needs based on the Americans with Disabilities Act (ADA).
- Knowledge of legislative, regulatory, legal and practice issues affecting clinical

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education, students, and the profession of physical therapy.

- Member of the American Physical Therapy Association.
- Able to initiate, administer, assess, and document clinical education programs.
- Able to work independently and coordinate work with colleagues and peers.
- Able to travel, as needed.

PREFERRED REQUIREMENTS/QUALIFICATIONS:

- Prior teaching experience in a physical therapist assistant/physical therapist academic program or equivalent coursework.
- Earned bachelor degree or enrolled in or desire to pursue undergraduate studies.
- Knowledge of education, management, and adult learning theories and principles.
- Active in clinical practice, especially as applicable to clinical education.
- Active in professional activities at local, state, and/or national levels.
- Earned status as an APTA Credentialed Clinical Instructor.

ASSIGNMENT: This is a full-time, non-tenure track position. The annual work year includes 175 days and nine professional development/flex days over twelve months, to be arranged and approved by the Dean of Applied Academics. This assignment may include day, evening, and weekend hours, as well as travel to, and counsel at, off-campus centers within the District.

SALARY AND BENEFITS: The full-time faculty salary schedule is available at: http://www.mendocino.edu/tc/pg/1323/salary_schedule_faculty_full.html. The annual starting salary is \$61,545 - \$81,077, commensurate with education and teaching experience. The maximum entry level is Step 7 of the appropriate column. There is also a \$2,720 doctoral stipend. Ten days of sick leave are earned annually. The District provides an outstanding health and welfare package including: family medical, dental, and vision benefits. Employee life insurance is also provided.

Application Procedure: Please submit the following application materials by November 13, 2018 to Human Resources, Mendocino College, 1000 Hensley Creek Road, Ukiah, CA, 95482. These materials may also be scanned and submitted electronically via email to HRrecruiting@mendocino.edu, or faxed by the deadline date above to 707-467-1023.

Completed Mendocino College Academic Application and Voluntary Applicant Survey:

https://www.mendocino.edu/sites/default/files/docs/personnel/application-academic2018hrrecruiting_0.pdf

- Cover letter that explains what makes you a good candidate for the position
- Resume including education, experience, professional organizations, and accomplishments
- Photocopies of all transcripts (a foreign transcript evaluation must be attached if applicable)
- A written response to the following, please include specific examples of your experience in your answers (up to two pages total):

Why is a strong clinical education component an important aspect of physical therapist assistant education?

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- If meeting the state-mandated minimum qualifications based on equivalency, complete the Mendocino College Equivalency Application https://www.mendocino.edu/sites/default/files/equivalency_form_05-14-15.pdf and include all supporting documents.

Interviews are by invitation only.

The college does not reimburse applicants for related travel expenses.

THE COLLEGE: Established in 1973, Mendocino College, a Hispanic Serving Institution, is a vibrant and inclusive academic community rich in culture, creativity, diversity, and cutting-edge technology. A fully accredited two-year community college, the District serves more than 5,000 students across 4 campuses in the greater parts of Lake and Mendocino Counties.

The beautifully landscaped main campus is located in Ukiah, California — ranked among the best small towns in the United States. With clear skies and panoramic views of oak-covered hills, sprawling vineyards, and distant mountains, the 127-acre campus is equipped with a new state-of-the-art Library/Learning Center, high-tech Allied Health Facility, and Student Center. The college operates two newly constructed and fully equipped centers in Willits and Lakeport, conveniently providing our valued students with quality instruction, academic support and administrative services in neighboring communities. In 2016, Mendocino College expanded its services to the coast, acquiring an established college center in the city of Fort Bragg.

With a comprehensive curriculum and engaging instruction, Mendocino College, provides a wide variety of degree, certificate, transfer, occupational and community service programs. Mendocino College students learn in a nurturing and supportive environment enhanced by small-sized classes, personalized academic advising, and several hundred dedicated faculty and staff.

Complete with a friendly small-campus academic setting and a respectfully collaborative work environment, Mendocino College boldly prepares students for a future of innovation and success.

THE COMMUNITIES: Mendocino and Lake Counties include some of California's most beautiful scenery which includes rich agricultural lands and pristine coastal sites. Because of the geographic location, climate, and natural beauty, Mendocino and Lake Counties attract many visitors. Agriculture, timber, and tourism industries form the economic base of the area and contribute to its growing diversity. Mendocino County has a long and colorful history as a premium grape-growing region within the state's famous North Coast wine country, while Lake County is noted for its pear production and as an attractive spot for vacationing. A relaxed and friendly lifestyle is characteristic of our communities. Recreational opportunities abound for water skiing, swimming, fishing, boating, sailing, camping, hiking, tennis, and golf. We also enjoy a range of theatre, music, art, and athletic events. Ukiah and the surrounding area are home to exceptional wineries, breweries, and restaurants.

The Mendocino-Lake Community College District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity, equity and diversity, and provide equitable consideration for all qualified candidates.