



# **Bridging the Acute Care Gap: Advancing Acute Care Physical Therapy Education and Educators**

**A Focus on Best Practice in  
Acute Care Education**

**May 18-20, 2018  
University of Indianapolis**



## ACADEMY OF ACUTE CARE PHYSICAL THERAPY

Dear Colleagues,

The Academy of Acute Care Physical Therapy (AACPT) is making great strides to advance the preparation of students and clinicians to meet the needs of patients with acute medical conditions. At the same time, there are limitations in acute care clinical placements for students, absent or limited acute care education within academic programs, a limited presence in the education arena, and a need to grow residencies and fellowships that address acute care physical therapy. AACPT identified these voids and created the Education Task Force to address the disparities between the classroom and the clinic.

Developed by the AACPT Education Task Force, this conference will provide strategies and skills to overcome these challenges. Our hope is that it will grow the number of clinicians and educators who are prepared to advance acute care physical therapy in our clinics, in our academic environments, and in society.

Participants in this conference will learn about developing resources for improving the academic and clinical preparation of PTs and PTAs, strategies to elevate acute care practice within your community, and will improve their skills for didactic and clinical education with tangible strategies for implementation in academic and clinical settings.

I hope you will join me May 18-20 in Indianapolis as we work together to advance acute care physical therapy education. Together, we can help improve our specialty to create the best patient outcomes possible.

Sincerely,

Kristin Curry Greenwood, PT, DPT, EdD, MS, GCS  
Academy of Acute Care Physical Therapy Education Task Force Chair

# A Focus on Best Practice in Acute Care Education

## Schedule at a Glance

### Friday, May 18, 2018

1:00 p.m.-2:00 p.m.	Registration
2:00 p.m.-3:30 p.m.	Welcome and Introduction
3:30 p.m.-3:45 p.m.	Break
3:45 p.m.-5:00 p.m.	Keynote Speaker
5:00 p.m.-7:00 p.m.	Wine and Cheese   Poster Reception

### Saturday, May 19, 2018

7:30 a.m.-8:15 a.m.	Breakfast
8:15 a.m.-10:15 a.m.	All Workshop Attendees: Teaching Strategies to Enhance Acute Care Clinical Reasoning Across the Continuum
10:15 a.m.-10:30 a.m.	Break
10:30-11:30 a.m.	Attendees Split into DPT or PTA Track Roundtables
	- <b>DPT Track Lecture:</b> Examining Entry Level Competencies in Acute Care Education Using PT Entry Level Documents
	- <b>PTA Track Lecture:</b> Examining Entry Level Competencies in Acute Care Education Using PTA Entry Level Documents
11:30 a.m.-12:30 p.m.	Breakout Session   Working Groups
	- <b>Option 1:</b> Working Session: Develop a plan for integrating at least one new method of delivering acute care content from the earlier presentation into your program (academic curriculum or clinical program)
	- <b>Option 2:</b> How to Enhance Your Program Outcomes in Relation to CAPTE Criteria
	- <b>Option 3:</b> The Unique Challenge for the Small Faculty in PTA Programs
12:30 p.m.	Networking Lunch
1:30 p.m.-2:15 p.m.	Attendees Split into PT Track, PTA Track or Residency Track
	- <b>PT Track:</b> Developing Acute Care Specific Clinical Curricula to foster Entry-Level Competence
	- <b>PTA Track:</b> The individual PTA student in acute care clinical education.
	- <b>Residency Track:</b> Defining the Educational Objectives and Benchmarks for Residency and Critical Care Fellowships
2:15 pm.-2:30 p.m.	Break
2:30 p.m.-3:45 p.m.	Attendees Split into PT Track, PTA Track or Residency Track
	- <b>DPT Case Study:</b> Defining Progress to Entry-level of Acute Care Clinical Education Using the CPI Markers
	- <b>PTA Case Study:</b> Defining Progress to Entry-level of Acute Care Clinical Education Using the CPI Markers
	- <b>Residency Track:</b> Developing a Residency Curriculum
4:00 p.m.-5:00 p.m.	Entire Workshop Attendees Lecture: Meeting the Needs of 21st Century Acute Care Education
5:00 p.m.	End of Day   Dinner on Own

### Sunday, May 20, 2018

8:00 a.m.-8:30 a.m.	Breakfast
8:30 a.m.-10:00 a.m.	All Workshop Attendees: Legal Issues and Risk Management in the Clinic.
10:00 a.m.-10:15 a.m.	Break
10:15 a.m.-11:15 a.m.	All Workshop Attendees: Forum Bridging the Gap: PT/PTA Teams
11:15 a.m.-11:30 a.m.	Break
11:30 a.m.-12:45 p.m.	All Workshop Attendees: Forum Bridging the Gap Between Academic and Clinical Acute Care Educators

# Friday, May 18, 2018

**1:00 p.m.-2:00 p.m. Registration**

**2:00 p.m.-3:30 p.m. Welcome and Introduction: How to Bridge the Gap and Advance Acute Care Education Through Fostering Acute Care Culture in Your Curriculum**

**Speaker: All Workshop Education Faculty**

This opening lecture will welcome attendees, introduce them to workshop educators and achieve the following objectives:

**Objective 1:** To set the tone for the workshop to that of a collaborative, evidence based, best practice workshop that provides immediated takeaways for implementation for all involved in acute care education for the DPT, pta, or acute care resident.

**Objective 2:** To provide an overview of what this workshop will accomplish over the next three days

**Objective 3:** To introfuce the task force members and inform attendees that the task force are keu experts in differing areas of acute care education.

**3:30 p.m.-3:45 p.m. Break**

**3:45 p.m.-5:00 p.m. Keynote: Why We Matter and What Are We Going To Do About It?**

**Babette Sanders, PT, DPT, MS, FAPTA**

Acute care physical therapy is an integral component of the delivery of care in the acute care setting. As physical therapists and physical therapist assistants, we impact a patient during some of their most vulnerable times. We contribute to early mobilization, maintenance and progression of mobility during hospitalization and facilitate safe and efficient transitions to the next level of care, along with promoting a healthy behaviors foster an optimal outcome. How can we maximize our resources, both academic and clinical, to insure that the practitioners of the future are capable of meeting these demands, and are passionate about what they do?

**Objective 1:** Recognize the importance of academic and clinical acute care education to the preparation of entry-level practitioners

**Objective 2:** Discuss strategies for optimal resource utilization in the classroom and the clinic

**Objective 3:** Be prepared to light a fire! Help students recognize the challenges and rewards of practicing in acute care.

**5:00 p.m.-7:00 p.m. Wine and Cheese | Poster Reception**

An opportunity to network, mingle and learn from each other's creative research projects and unique educational models being explored to enhance acute care academic and clinical education.

## Saturday, May 19, 2018

**7:30 a.m.-8:15 a.m. Breakfast**

**8:15 a.m.-10:15 a.m. All Workshop Attendees: Teaching Strategies to Enhance Acute Care Clinical Reasoning Across the Continuum**

**Speakers:** Sharon Gorman, PT, DPTSc, FNAP, GCS,  
Kristin Greenwood, PT, DPT, EdD, MS, GCS,  
Beverly Fein, PT, DPT, EdD

**Sujoy Bose, PT, DPT, MHS, BPT**

This presentation explores current acute care teaching strategies, both in the classroom and the clinic. Participants will navigate through teaching and assessment methods to enhance clinical reasoning specific to acute care practice based on educational theory and research. Instructors will share their experiences using concept mapping, simulation, online reflection and problem based learning, providing the participant with options that can be readily incorporated into a developing or existing curriculum or clinical experiences. Participants will be presented with practical strategies and examples on how to integrate these into their acute care teaching with additional materials and resources to assist with future implementation.

**Objectives:** Upon completion of the session, participants will:

1. Examine how teaching about acute care is enhanced by intentional use of educational theory.
2. Describe 4 effective methods of delivering and assessing acute care content in the academic curriculum or clinical setting.
3. Identify acute care content that would be appropriate for each teaching and assessment method.
4. Develop a plan for integrating at least one new method of delivering or assessing acute care content.

**10:15 a.m.-10:30 a.m. Break**

**10:30-11:30 a.m. Attendees Split into DPT or PTA Track Roundtables**

**DPT Track Lecture: Examining Entry Level Competencies in Acute Care Education Using PT Entry Level Documents**

**Speakers:** Babette Sanders, PT, DPT, MS, FAPTA

**Kristin Greenwood, PT, DPT, EdD, MS, GCS**

This presentation will first review the Core competencies for Entry Level practice five domains: clinical decision-making, communication, safety, patient management and discharge planning After this review, participants will audit their own curriculum by completing a self-assessment questionnaire of how and when they teach each of the domains in their academic or clinical curriculum.

**Objective:** Participants will evaluate their academic or clinical acute care curriculum to assess where they are inclusive of the five domains of entry level competence and determine what needs to be modified or enhanced.

# Saturday, May 19, 2018

## **PTA Track Lecture: Examining Entry Level Competencies in Acute Care Education Using PTA Entry Level Documents**

**Speakers:** Kim Novak, PT, DPT, MBA

Julie High, PT, MS

The Academy of Acute Care Physical Therapy introduced the entry level criteria for physical therapists in 2015 and now has introduced the entry level skills for physical therapist assistants. The document and this session address how to apply the PTA document to the classroom. These competencies are expected upon graduation, and without any additional training required post-graduation. As the level of services provided by the PTA in acute care has increased, PTA programs need to assess curricula for necessary adjustments.

### **Objectives:**

1. Describe the knowledge, skills, and behaviors required of the entry level PTA in the acute care setting
2. Describe strategies to utilize the PTA entry level competencies to inform teaching and learning activities.
3. Perform an assessment of the curriculum to ensure that the competencies are addressed.

## **11:30 a.m.-12:30 p.m. Breakout Session | Working Groups**

### **Option 1: Working Session: Develop a Plan for Integrating at Least One New Method of Delivering Acute Care Content from the Earlier Presentation into Your Program (Academic Curriculum or Clinical Program)**

**Speakers:** Kristin Greenwood, PT, DPT, EdD, MS, GCS

Beverly Fein, PT, DPT, EdD

Following the morning's earlier presentation on educational theories and pedagogical approaches to incorporating strategies into your acute care educational programs, this working session will allow participants to apply newly gained knowledge and information into their specific programs. Facilitators will assist participants in small groups.

**Objectives:** participants in this breakout session will:

1. Develop goals and objectives to meet their individual needs.
2. Create at least one specific plan for incorporating a new teaching and learning strategy into their respective programs.

## **11:30 a.m.-12:30 p.m. Breakout Session | Working Groups cont.**

### **Option 2: How to Enhance Your Program Outcomes in Relation to CAPTE Criteria**

**Speakers:** Babette Sanders, PT, DPT, MS, FAPTA

Sharon Gorman, PT, DPTSc, GCS, FNAP

Sujoy Bose, PT, DPT, MHS, BPT

Explore ideas for program outcomes, including measurement methods, in support of CAPTE's elements for accreditation, standards including devising methods for curriculum mapping, crafting course and program learning outcomes, identifying faculty development needs/opportunities, and exploring clinical education metrics.

**Objective:** participants in this breakout session will:

1. Network with colleagues regarding these issues and develop individualized action plans to take home with them.

## Saturday, May 19, 2018

### Option 3: The Unique Challenge for the Small Faculty in PTA Programs

**Speakers:** Kim Novak, PT, DPT, MBA

Julie High, PT, MS

Acute care physical therapy involves diverse illnesses, injuries and pathologies that require complex interventions. The small faculty that is typical in physical therapist assistant education programs can prove challenging when those faculty have limited expertise with acute care physical therapy. Participants in this session will develop strategies for managing those teaching needs.

**Objectives:** participants in this breakout session will:

1. Identify the PTA's evolving role and responsibilities in acute care physical therapy.
2. Develop strategies for partnering with local clinics, and clinicians, for delivery of learning experiences.
3. Identify resources that support acute care physical therapy education.

### 12:30 p.m.-1:30 p.m. Networking Lunch

Enjoy lunch in small groups while discussing hot topics in acute care education and practice.

### 1:30 p.m.-2:15 p.m. Split into Tracks: PT, PTA or Residency

#### PT Track: Developing Acute Care Specific Clinical Curricula to Foster Entry-Level Competence

**Speakers:** Melissa Hake, PT, DScPT

Sujoy Bose, PT, DPT, MHS, BPT

In 2016, the AACPT released the "The Core Competencies for Entry-level Practice in Acute Care Physical Therapy" (TCCEPACPT) that serves as a guiding document defining the unique and overlapping skills required for an entry-level clinician to be independent, safe, and effective on day one of practice. In this session, PT clinical educators will examine the TCCEPACPT together and share ideas for acute care clinical curriculum content and objectives based on this document.

**Objectives:**

1. Describe how the TCCEPACPT document can be utilized to determine student performance expectations before and during clinical education.
2. Discuss the critical elements that should be utilized in student orientation for all acute care settings based on TCCEPACPT document, as well as unique site-specific needs that should be considered.
3. Critically assess 3-4 samples of structured acute care clinical curricula that were developed and being utilized before the TCCEPACPT was released and discuss how these might be modified to correspond with the TCCEPACPT competencies.

# Saturday, May 19, 2018

## **PTA Track: The Individual PTA Student in Acute Care Clinical Education**

**Speakers:** Sara Alhajeri, MPT, GCS

Julie High, PT, MS

Kim Novak, PT, DPT, MBA

Explore ideas for program outcomes, including measurement methods, in support of CAPTE's elements for accreditation, standards including devising methods for curriculum mapping, crafting course and program learning outcomes, identifying faculty development needs/opportunities, and exploring clinical education metrics.

### **Objectives:**

1. Describe clinical education plans for achieving the entry-level competencies described in Core Competencies of Entry-Level Physical Therapist Assistants in the Acute Care Setting.
2. Identify methods and purpose for the medical record review and documentation in acute care.
3. Discuss pros and cons of clinical instructors who are PTAs or PTs.
4. Identify strategies for fostering achievement of acute care entry-level core competence for safety, communication, patient management and discharge planning in the PTA clinical assessment tool.

## **Residency Track: Defining the Educational Objectives and Benchmarks for Residency and Critical Care Fellowships**

**Speaker:** Judy Ragsdale, PT

This session will explore the purpose and process for establishing an acute care residency or specialty fellowship program, including the benefits of residency education to the institution, to acute care physical therapy clinical practice, and to the development of the resident/fellow. The components of a residency or fellowship program will be reviewed including development of curriculum and of clinical preceptors, and the ABPTRFE credentialing process. Participants will also learn about the challenges associated with establishing a credentialed residency or fellowship educational program.

### **Objectives:**

1. Compare the benefits of post-professional residency and fellowship training in acute care for different stakeholders.
2. Describe the components of the residency/fellowship accreditation process including critical components such as administrative considerations, faculty and curriculum development.
3. Explore available resources for development of residencies and fellowships.
4. Examine approaches for addressing potential barriers to the development of acute care residencies and fellowships.

**2:15 p.m.-2:30 p.m. Break**

## Saturday, May 19, 2018

**2:30 p.m.-3:45 p.m. Attendees Split into PT Track, PTA Track or Residency Track**

### **DPT Case Study: Defining Progress to Entry-level of Acute Care Clinical Education Using the CPI Markers**

**Speakers:** **Melissa Hake, PT, DScPT**

**Beverly Fein, PT, DPT, EdD**

The Clinical Performance Instrument (CPI) is the most common tool used to measure student clinical education outcomes. The CPI requires both the student and the clinical instructor to provide narrative reports of the student's performance on multiple physical therapy practice criteria (both skills and behaviors) and to evaluate each area in terms of 5 dimensions of performance (quality of care, supervision/guidance required, consistency of performance, complexity of tasks/patients/environment, and efficiency). The student and the instructor then rank the student's performance on a continuum from novice to beyond entry-level. In 2016, the AACPT released the "The Core Competencies for Entry-level Practice in Acute Care Physical Therapy" (TCCEPACPT) that clarifies and defines entry-level performance for the acute care setting. In this session, PT clinical educators will utilize these documents to critically assess and discuss management strategies for students across the continuum of learning.

#### **Objectives:**

1. Utilize the 5 CPI performance descriptors together with the TCCEPACPT document to assess student performance, determine deficits in skills/knowledge/behaviors, provide feedback, plan learning experiences, and set specific goals to facilitate progress toward entry-level status.
2. Compare and contrast various clinical teaching and supervision strategies that may be utilized to develop students at different levels of progress toward entry-level competency.

### **PTA Case Study: Defining Progress to Entry-level of Acute Care Clinical Education Using the CPI Markers**

**Speakers:** **Sara Alhajeri, MPT, GCS**

**Julie High, PT, MS**

**Kim Novak, PT, DPT, MBA**

The Clinical Performance Instrument (CPI) is the most common tool used to measure student clinical education outcomes. The CPI requires both the student and the clinical instructor to provide narrative reports of the student's performance on multiple physical therapy practice criteria (both skills and behaviors) and to evaluate each area in terms of 5 dimensions of performance (quality of care, supervision/guidance required, consistency of performance, complexity of tasks/patients/environment, and efficiency). The student and the instructor then rank the student's performance on a continuum from novice to beyond entry-level. In 2017, the AACPT released the "The Core Competencies for Entry-level Physical Therapist Assistants in Acute Care Physical Therapy" that clarifies and defines entry-level performance for the assistant in the acute care setting. In this session, PTA clinical educators will utilize these documents to critically assess and discuss management strategies for students across the continuum of learning.

#### **Objectives:**

1. Utilize the 5 CPI performance descriptors together with the Core Competencies document to assess student performance, determine deficits in skills/knowledge/behaviors, provide feedback, plan learning experiences, and set specific goals to facilitate progress toward entry-level status.
2. Compare and contrast various clinical teaching and supervision strategies that may be utilized to develop students at different levels of progress toward entry-level competency.

# Saturday, May 19, 2018

## Residency Track: Developing a Residency Curriculum

**Speaker:** Judy Ragsdale, PT

This session will examine key considerations in development of a residency curriculum with emphasis on institutional self-assessment, application of definition of acute care specialty practice, and development of faculty mentors.

**Objectives:**

1. Differentiate curricula of entry-level acute care clinical education from curricula of acute care residency or fellowship.
2. Explore available resources for residency and fellow curriculum development.
3. Examine strategies for development of teaching and mentoring skills of clinical faculty

## 4:00-5:00 p.m. Entire Workshop Attendees Lecture: Meeting the Needs of Twenty-first Century Acute Care Education.

**Speakers:** Melissa Hake, PT, DScPT

Beverly Fein, PT, DPT, EdD

Sharon Gorman, PT, SPTSc, GCS, FNAP

Kristin Greenwood, PT, DPT, EdD, MS, GCS

The acute care environment involves urgent and emergent episodes of illness and injury that require time-sensitive diagnostic and curative services provided in consultation and collaboration with diverse members of the interprofessional healthcare team. Accurate and efficient clinical reasoning, communication and teamwork are essential to success in this environment and educators are tasked to design learning activities that prepare students for competent clinical performance.

**Objectives:** participants will learn to implement teaching and learning activities that are evolving to meet the latest needs in acute care education:

1. That engage students in reasoning and clinical decision-making for medically compromised and fragile patients across the lifespan in the evolving healthcare climate.
2. That foster effective communication and collaboration with the interprofessional team.
3. That are strong patient advocates who contribute to differential diagnoses, prognosis, rapid triage/resolution, cost-management, and discharge planning.
4. Foster student efficiency with bedside differential diagnostics for triage in emergency urgent situations.

## End of Day 5:00 p.m. Dinner on Own

# Sunday, May 20, 2018

**8:00 a.m.-8:30 a.m. Breakfast**

**8:30 a.m.-10:00 a.m. All Workshop Attendees  
Legal Issues and the Risk Management in the Clinic**

**Speaker: Rhea Cohn, PT, DPT**

The practice of physical therapy in the acute care environment requires that students and clinical instructors utilize multiple guideposts for decision-making including but not limited to: state licensure laws and regulations, third-party payer policies, hospital policies and procedures, and HIPAA. In addition, individual hospitals are often part of larger health care systems or partnerships that deliver services under newer models of care and payment structures. While not always transparent, these innovative models require clinicians and students to focus on efficiencies and improved outcomes. Acute care can no longer be thought of as its own silo. Students must learn that acute care requires team collaboration and coordination across levels of care. The goals of this session are to highlight system trends that impact the student and clinical instructor role in the delivery of services in hospitals, consider guideposts that impact practice decisions during the provision of acute care, and consider emerging legal and risk management issues that must be considered for clinical education.

**Objectives:** The conference attendee will be able to:

1. Identify and differentiate between various types of laws governing physical therapy in acute care settings.
2. Identify the Medicare regulations governing acute care physical therapy
3. Identify risks in clinical practice and how to control and protect licensure.
4. Identify and discuss concepts in ethical decision-making including the Nuremberg & Helsinki codes.

**10:00 a.m.-10:15 a.m. Break**

**10:15 a.m.-11:15 a.m. All Workshop Attendees  
Forum Bridging the Gap: PT/PTA Teams**

**Speakers: Sharon Gorman, PT, SPTSc, GCS, FNAP**

**Kim Novak, PT, DPT, MBA**

**Sara Alhajeri, MPT, GCS**

This presentation presents strategies for bringing PT and PTA students together to learn about and practice teamwork within the PT – PTA team, as the process of direction and supervision in acute care physical therapy is unique based on patient client criticality, acuity, stability, and complexity, and the predictability of the consequences. Participants will develop and brainstorm strategies for bridging the PT-PTA relationship in acute care. The new CAPTE elements for accreditation, for both PT and PTA programs, require assessing and creating objectives for a level of interaction. Strategies need to be developed at the educational level as well as in the acute care setting.

**Objectives:** The conference attendee will be able to:

1. Describe strategies for educational PT/PTA interactions.
2. Develop strategies incorporating entry level competencies in the PT/PTA relationship.
3. Develop the PT's level of understanding of the PTA's acute care competency as part of strong interprofessional practice necessary in acute care.
4. Identify how states will vary in the level of supervision required for PTAs, and ensure the PTA has adequate supervision in this setting.

**11:15 a.m.-11:30 a.m. Break**

# Sunday, May 20, 2018

## 11:30-12:45 p.m. All Workshop Attendees

### Forum Bridging the Gap Between Academic and Clinical Acute Care Educators.

**Speakers:** Beverly Fein, PT, DPT, EdD

Sara Alhajeri, MPT, GCS

The APTA's Best Practice for Physical Therapist Clinical Education Task Force reported in 2017 that "current clinical education models are not sustainable, suboptimal, and not designed to produce practitioners required by the health care system of the future, nor will they help the profession achieve our vision." Those problems are most severe in acute care physical therapy and in this session participants will explore strategies to bridge the gap between clinician and academician expectations and capacity for clinical education.

**Objectives:** participants will be able to:

1. Compare external and internal influences on clinical education.
2. Evaluate the "readiness" of students for participation in acute care clinical education.
3. Assess the capacity for acute care clinical education across the continuum of clinical education.
4. Advocate to acute care practitioners and institutions to promote engagement in clinical education.

## 12:45 p.m. Final Remarks

## 1:00 p.m. Conference Ends

# Conference Registration

## Registration Rates

Registration Type	Early Bird <sup>1</sup> By March 9, 2018	Regular <sup>2</sup> After March 9, 2018
Academy of Acute Care Physical Therapy Member	\$395	\$445
Non-Member <sup>3</sup>	\$495	\$545

<sup>1</sup> All registrations must be received by 11:59 p.m. Eastern on March, 9, 2018, to take advantage of the discounted Early Bird rate.

<sup>2</sup> All registrations received AFTER March 9, 2018, are eligible for the Regular rate.

<sup>3</sup> Academy of Acute Care Physical Therapy (AACPT) non-members can join the Academy by contacting APTA Member Services at 1-800-999-2783 x 3395 to receive the discounted member rate. Please note that it might take up to one (1) week to activate Academy membership to receive the discounted rate.

Registration for "Bridging the Acute Care Gap: Advancing Acute Care Physical Therapy Education and Educators" can be completed on the Academy of Acute Care Physical Therapy (AACPT) website. Credit cards (Visa, MasterCard, Discover and American Express) and checks are accepted as payment. No paper registrations will be accepted.

**Register at:**  
**[www.acutept.org/BridgeTheGap](http://www.acutept.org/BridgeTheGap)**

### **Registration Cancellation Policy**

All registration cancellations and refund requests must be made in writing by April 6, 2018. A refund of the full conference fee, minus a \$75 administrative fee, will be given for cancellations received by that date.

**No refunds will be granted for requests received on or after April 6, 2018.** Submit all requests to Helena Woolslayer at [hwoolslayer@cmemanage.com](mailto:hwoolslayer@cmemanage.com). AACPT regrets that refunds will not be given for no-shows. Refunds will not be processed until after the conference.

### **Substitutions**

You may substitute registrants (from the same institution) prior to the conference. Please contact the AACPT Office at 412-727-1736 x111 for assistance. AACPT does not accept responsibility for no shows at the conference.

### **Emergency Illness or Death of Registrant or Immediate Family Member**

Registrants who are unable to attend Bridging the Acute Care Gap: Advancing Acute Care Physical Therapy Education & Educators because of a serious illness or death may receive a partial refund (amount paid minus the \$55 processing fee) or full credit for a future meeting (as applicable) in the following instances:

- Personal illness or death of the attendee; or
- Illness or death in the immediate family of the attendee. Immediate family refers to a person's parents, spouse, children, and siblings and will also include the parent's spouse.

Requestors must submit the request in writing to the AACPT Office along with written documentation from a doctor. The Executive Director and AACPT President will review the request to ensure it is in accordance with written policy.

# Housing Information

Bridging the Acute Care Gap: Advancing Acute Care Physical Therapy Education & Educators attendees can book steeply discounted housing on the University of Indianapolis' campus May 18-20, 2018. These dorm-style rooms can be shared (two per room) or purchased outright (one per room). All rooms are suites, with a common living area shared by two bedrooms. Each bedroom holds two people and has its own bathroom.

## **Please read the following information prior to booking your room:**

Please choose below the room style you wish to reserve. Choosing the "Double Occupancy (Shared with Roommate)" allows you to pay for one bed and share with one other person of the same sex. The "Single Occupancy (Assuming Both Beds)" reserves the entire room - two beds - for one individual.

All two-night reservations are for arrival on Friday, May 18, 2018, and departure on Sunday, May 20, 2018.

All three-night reservations are for arrival on Thursday, May 17, 2018, and departure on Sunday, May 20, 2018.

No single-night reservations are allowed.

## **Cancellation Policy & Waiver of Liability**

### **General Information and Waiver of Liability**

Check-in and check-out information will be emailed to all guests closer to the event. Linens are provided for all individuals who register for a room. Guests will be held responsible for any loss or damage to university property caused by themselves, their guests or any person for whom they are responsible. All room occupants must be registered with the Academy of Acute Care Physical Therapy and University of Indianapolis in order to stay on the premises.

### **Cancellation and Substitution Policy**

All room reservations at the University of Indianapolis are final. No refunds will be issued for any room cancellations. Substitutions can be made no later than April 6, 2018. Guests are responsible for all fees associated with the room.