

## EDITORIAL

### Introducing the *Journal of Clinical Education in Physical Therapy*

With great excitement we welcome you to the new peer-reviewed open access online *Journal of Clinical Education in Physical Therapy* (JCEPT). As editors, we aim to use our experience in program and clinical education administration and the distinguished JCEPT editorial board to facilitate communication between clinicians and educators and develop educational scholarship among current and future physical therapy faculty.

The field of physical therapy has advanced significantly over the past 100 years to include an ever-expanding range of interventions focused on optimizing movement and physical function. The education and training of physical therapists has evolved in tandem with clinical advances in the field, resulting in elevation of the entry-level standard from certificate to the Doctor of Physical Therapy (DPT) degree. Today, the increasing number of advanced residency and fellowship training programs reflect continued growth in clinical education. Throughout the continuum of learning, practicing clinicians contribute to the education of physical therapists through individual supervision and mentoring.

Academic faculty prepare DPT students for entry into clinical education experiences. To join the ranks of academic faculty, a PhD or other terminal doctorate is increasingly required. Obtaining a terminal doctorate requires time and money, however, and the supply of qualified applicants may lag behind the quickening rate of retirements among baby boomer faculty. Evidence of scholarly work is another important qualification for faculty candidates since annual scholarly productivity is required for most

faculty. Many dedicated clinicians, residents and fellows, and clinical educators have few opportunities to publish case reports or develop scholarly work. Others interested in teaching and learning related to preparing students for clinical readiness have limited access to relevant educational research or peer-reviewed venues in which to publish their scholarship.

JCEPT brings together clinicians and academic educators to promote advances in physical therapy education and educational research, with the ultimate goal of improving healthcare delivery and outcomes. Integral to this pursuit is the opportunity to learn from peers and other professions. To wit, JCEPT includes a recurring Inter-Professional Corner dedicated to publishing clinical education-related scholarship from authors representing related health professions or collaborating with physical therapists. JCEPT also provides an optional open peer-review process, as well as the traditional double-blinded review process, to facilitate communication and develop scholarship among authors, reviewers, and editors within the clinical education community.

At JCEPT, we have assembled an outstanding editorial team from around the country, representing multiple clinical specialties and professional roles in physical therapy education. We look forward to promoting clinical education in physical therapy by publishing research, reviews, and teaching methods regarding the preparation for and development of clinical practice; as well as exemplary critically appraised topics or reflective resident/fellow case reports; and inter-professional scholarship.

*Christopher Kevin Wong and Jean Fitzpatrick Timmerberg*  
Editors in Chief