



Core Ambassador Handbook

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Core Ambassador Handbook

Introduction

Hello, and congratulations on being a core ambassador for your state! As a core ambassador, you represent physical therapist and physical therapist assistant students in your state and are the primary link between the students and the Student Assembly Board of Directors. Your main duty is to foster engagement with students in your state and to communicate information between the students and the SABoD.

Your main point of contact is the SABoD vice president. The vice president's role is to inform, engage, and highlight events happening on the national level, with a focus on sharing information with you, the CAs. The contact information is aptasa.vicepresident@gmail.com.

This handbook provides a summary of the American Physical Therapy Association's organizational structure and your role as a core ambassador. Hyperlinks to valuable resources are included throughout. This resource will enable you to:

- Describe APTA's organizational structure and the role of a core ambassador.
- Develop a plan for maintaining contact with students and faculty in your state.
- Identify how to share and find opportunities to inform and involve students.

APTA's Organizational Structure

House of Delegates

APTA's House of Delegates has the authority to determine directives and policies of the association, to elect the Board of Directors and the Nominating Committee, and to:

- Amend and repeal APTA bylaws.
- Revise, suspend, or rescind APTA's standing rules.
- Adopt ethical principles and standards to govern the conduct of members of the association in their roles as physical therapists or physical therapist assistants.
- Modify or reverse a Board of Directors decision.

The House of Delegates is the collective voice of APTA members. Currently, there are over 400 delegates who represent APTA's chapters, sections, the Student Assembly, and the PTA Caucus. Similar to U.S. Congress, the number of delegates for each state is dependent upon the number of members within that state. The PTA Caucus has six delegates, and each of APTA's 18 specialty sections has two.

Board of Directors

APTA's Board of Directors is comprised of 15 members: six officers and nine directors. Members of the Board, appointed through a nominations and elections process, assume office at the close of the House of Delegates

at which they were elected. A complete term for a Board member is three years. The Board acts as the planning body that decides how to carry out the motions that are passed by the House of Delegates.

Student Assembly Board of Directors

SABoD is comprised of 10 student members. Members of SABoD, appointed through a nominations and elections process, assume office at the close of the National Student Conclave at which they were elected. A complete term for a Board member (with the exception of the Nominating Committee chair-elect) is one year.

SABoD acts as the planning body that decides how to best foster the growth of the Student Assembly and to engage students through projects, presentations, and personal meet and greets. Although SABoD works separately from APTA's Board of Directors, there is an APTA staff liaison and Board of Directors member liaison who assist in our planning and organization.

Student Assembly VP and CA Position Descriptions, Roles, and Responsibilities

Student Assembly Vice President

Position Description

Acts in place of the Student Assembly president whenever the president is unable to fulfill their duties. The vice president's main duty is to educate and inform the Student Assembly through the Student Assembly's communication network. This includes the core ambassadors and the student special interest group board liaison. In doing so, the vice president must be adaptable, a good communicator, and be able to assess best practices to facilitate the core ambassadors in their duties.

Roles and Responsibilities

1. Monitor and direct actions concerning the Student Assembly's communication network, to include overseeing all core ambassadors and assisting Board liaisons.
2. Filling the core ambassador position for each state through an application process on APTA Engage.
3. Ensure that all state contact lists are up to date.

Core Ambassador

Position Description

Core ambassadors represent physical therapist and physical therapist assistant students in their state and are the primary link between the students and the Student Assembly Board of Directors. CAs must be able to share, understand, and find opportunities to inform and involve students. CAs are responsible for implementing strategies and initiatives that promote student engagement. Their goal is to create awareness of advocacy efforts at the state and national levels and to provide students with opportunities to increase involvement within APTA. CAs communicate and sometimes develop student initiatives within their state chapter to enhance the student experience.

The CA will relay information from the SABoD to students in their state and are encouraged to share relevant information from chapter and district leadership as well. The CA selection process will be held twice a year, February-March and August-September, by the SABoD through [APTA Engage](#). A mandatory orientation will

follow each selection period, where the current vice president will discuss the Core Ambassador Handbook and go over the roles and responsibilities of the position.

Roles and Responsibilities

1. Maintain an up-to-date contact list for your state, including a faculty contact and student representative from each program in your state, a point of contact with chapter leadership, and state student special interest group contact, if applicable.
2. Effectively communicate information with SABoD, state SSIG, and state chapter to your program contacts.
3. Use the SABoD vice president's monthly newsletter to construct regular emails to your student contacts that include state-specific involvement opportunities.
4. Engage students in your state and provide involvement opportunities on local and national levels.
5. Respond to SABoD liaison communication within 48 hours, as consistent with policies and procedures, and copy aptasa.vicepresident@gmail.com on all monthly emails to programs.
6. Participate in monthly CA webinars hosted by SABoD vice president.
7. Complete one APTA project during your term, and document it in the Core Ambassador Project List.
8. Present one to three APTA Value presentations, including at least one PT and one PTA program, if possible.
9. Organize and promote National Advocacy Dinners.
10. When attending APTA meetings, volunteer time at the Student Assembly booth.
11. Create and update a State Involvement Sheet (collaborate with state SSIG, if applicable).
 - a. Refer to examples here:
 - 1) [California](#).
 - 2) [Florida](#).
12. Mentor and assist SABoD with the transition of a successor for your CA position.

Term Duties

First Month Duties

Email the SABoD vice president with the following:

1. Name.
2. Email (school or personal).
3. Twitter handle.

4. School.
5. Phone number.
 - a. [Consent to Serve](#) – email to danielhamilton@apta.org, along with your headshot.
 - b. Familiarize yourself with the Core Ambassador Toolkit.
 - c. Create State Project Involvement list.

Term Duration Duties

1. Maintain updated state contact lists.
2. Monthly core ambassador update emails.
3. Monthly core ambassador webinars.
4. CA Project with proper documentation (see [Core Ambassador Project List](#) for examples).

End of Term Duties

1. Assist SABoD in the transition of a new CA for your state, and mentor them with establishing a Gmail account, state contact list, and other state level information.

Maintaining Contact and Communication

1. Communication between the vice president and core ambassadors:
 - a. The vice president will maintain and send monthly communication via the core ambassador update email. The timing of this email aligns with the monthly APTA Student News, so messaging is consistent. Core ambassadors are encouraged to adapt the monthly CA email to what's happening locally in their states before sharing with their local networks and copy aptasa.vicepresident@gmail.com on emails sent to program representatives. The vice president also will host mandatory, virtual monthly CA webinars that are designed to provide CAs with important information to help them succeed throughout their term.
2. Communication between core ambassadors and the students within their state:
 - a. As core ambassador, you will reach out to students to assess what discussions, concerns, or questions they may have about APTA. This could involve surveys, webinars, conference calls, or in-person gatherings. Your duty is to assist them in answering their questions or directing them to an individual who may know the answers. If you are unsure about how to answer a question, or if the discussion falls outside of the scope of your position, please ask the vice president for assistance.
3. Communication with state student special interest group:
 - a. For optimal communication at the state level, it is important to collaborate and coordinate with the state SSIG, if one exists. Success is often found in merging national monthly information from the CA update with state information from the state SSIG into one monthly newsletter. It also is beneficial to coordinate on state involvement opportunities and events.

4. Communication with each other:
 - a. There are more than 50 core ambassadors, each with a different set of ideas, beliefs, and experiences. Reaching out to each other and developing relationships within this network will better foster your growth and development and provide you with additional assistance throughout your term. You can do this by accessing the CA contact list or the APTA Core Ambassadors Facebook page.

Projects

The primary duty of a core ambassador is to engage the student community throughout the year. Projects that focus on engagement can range from hosting a community event, to initiating/developing a student conclave/conference, to organizing a Pub Night. It's totally up to you! Resources are available with information from previous core ambassadors and how they completed their projects.

APTA Value Talk Presentation

APTA has developed Value Talk presentations for members and leaders to dispatch in their communities, educational programs, districts, and chapters. Membership in APTA is personal; it's a choice, and it means something different to everyone. This presentation is intended to convey that APTA is there for our members through every facet of their educational and professional careers.

The goal is to show how students can engage, starting in school and throughout their physical therapy career. The presentations are designed to be solo or with a partner, with talking points provided for each slide. You can sign up to present a Value Talk presentation on [APTA Engage](#). APTA staff or a member of SABoD can join you virtually too!

National Advocacy Dinners

NADs are student-led events designed with the purpose of gathering students to learn about advocacy and federal legislative efforts to improve the profession. Successful NADs can be as small as a pizza party, or as large as a catered event with state lobbyists and chapter presidents as guest speakers. A Student Assembly Project Committee was established to help guide you with this planning and promotion. Please don't hesitate to use the committee chair as a resource!

Student Assembly Project Committees

Established by SABoD to support the annual goals of the Student Assembly, each Student Assembly Project Committee is comprised of one or two chairs, and five to seven members who are appointed through an annual application process. Each committee regularly collaborates with an assigned member of SABoD and APTA staff. The assigned SABoD member will assist the committee chair(s) and members in establishing and accomplishing the goals outlined in the year's strategic plan. Former Student Assembly Project Committee members have been appointed to APTA projects pertaining to community service, global outreach, interprofessional collaboration, National Student Conclave, and professional advocacy.

Student Special Interest Groups

SSIGs exist at the chapter level. Their purpose is to provide a means by which student physical therapist and student physical therapist assistant students, having a common interest, may meet, confer, and promote



chapter and national initiatives. SSIGs are not mandated or overseen by the Student Assembly Board of Directors, but we support their development and place importance on connecting with SSIG leaders directly and through our core ambassadors.

SSIGs can be instrumental in helping students develop a professional network, optimize communication skills, strengthen their knowledge base, and refine their interests.

Last Updated: 7/1/2021

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