

Proposed Changes to ABPTRFE Quality Standards for Physical Therapist Residency and Fellowship Programs

Current Quality Standard	Proposed Changes	Rationale
<p>Clinical Programs: 2.1: Curriculum Development: The program’s comprehensive curriculum is developed from and addresses the most recent version of the Description of Residency Practice (DRP), the Description of Fellowship Practice (DFP), or an ABPTRFE-approved analysis of practice. All curriculum components complement each other to enhance the participant’s learning. The program’s curriculum organization ensures congruency between didactic and clinical components. The curriculum provides a structure for the designation of types, lengths, and sequencing of learning experiences that ensures the achievement of the program’s outcomes.</p>	<p>Clinical Programs: 2.1: Curriculum Development: The program’s comprehensive curriculum is developed from and addresses the most recent version of the Description of Residency Practice (DRP), <u>or</u> the Description of Fellowship Practice (DFP), or an ABPTRFE-approved analysis of practice. All curriculum components complement each other to enhance the participant’s learning and prepares graduates to enter diverse practice settings. The program’s curriculum organization ensures congruency between didactic and clinical components. The curriculum provides a structure for the designation of types, lengths, and sequencing of learning experiences that ensures the achievement of the program’s outcomes.</p>	<p>The Description of Residency Practice and Description of Fellowship Practice are used by programs to establish the program’s curriculum. The information within the DRP/DFP is a summary of information extracted from a validated practice analysis that met the threshold for including within a program’s curriculum. If a program only used an ABPTRFE-approved analysis of practice survey results it may develop its curriculum with too little content as benchmarked by the DRP/DFP.</p> <p>The inclusion of diverse practice settings highlights physical therapist practitioners that work with diverse patient populations.</p>
<p>Non-Clinical Programs: 2.1: Curriculum Development: The program’s comprehensive curriculum is developed from and addresses the most recent version of the Description of Residency Practice (DRP), the Description of Fellowship Practice (DFP), or an ABPTRFE-approved analysis of practice. All curriculum components complement each other to enhance the participant’s learning. The program’s curriculum organization ensures congruency between didactic and experiential components. The curriculum provides a structure for the designation of types, lengths, and sequencing of learning experiences that ensures the achievement of the program’s outcomes.</p>	<p>Non-Clinical Programs: 2.1: Curriculum Development: The program’s comprehensive curriculum is developed from and addresses the most recent version of the Description of Residency Practice (DRP), <u>or</u> the Description of Fellowship Practice (DFP), or an ABPTRFE-approved analysis of practice. All curriculum components complement each other to enhance the participant’s learning and prepares graduates to enter diverse practice settings. The program’s curriculum organization ensures congruency between didactic and experiential components. The curriculum provides a structure for the designation of types, lengths, and sequencing of learning experiences that ensures the achievement of the program’s outcomes.</p>	<p>Same as above</p>

<p>Clinical Programs: 2.1.1 Program Structure: The didactic and clinical curriculum permits participants to gain experience with a diverse patient population and a range of complexity of patient populations as characterized by the Description of Residency Practice (DRP), the Description of Fellowship Practice (DFP), or an ABPTRFE-approved analysis of practice.</p>	<p>Clinical Programs: 2.1.1 Program Structure: The didactic and clinical curriculum permits participants to gain experience with a diverse patient population and a range of complexity of patient populations as characterized by the Description of Residency Practice (DRP), or the Description of Fellowship Practice (DFP), or an ABPTRFE-approved analysis of practice.</p>	<p>Same as above</p>
<p>Non-Clinical Programs: 2.1.1 Program Structure: The didactic and experiential curriculum permits participants to gain mentored experience as characterized by the Description of Residency Practice (DRP), the Description of Fellowship Practice (DFP), or an ABPTRFE-approved analysis of practice.</p>	<p>Non-Clinical Programs: 2.1.1 Program Structure: The didactic and experiential curriculum permits participants to gain mentored experience as characterized by the Description of Residency Practice (DRP), or the Description of Fellowship Practice (DFP), or an ABPTRFE-approved analysis of practice.</p>	<p>Same as above</p>
<p>Clinical Programs: 2.1.2/Non-Clinical Programs: 2.1.3 Educational Methods: The program integrates a variety of educational methods to ensure the participant's advancing level of mastery. Educational methods are appropriate to each of the curriculum content areas and reflective of the program outcomes.</p>	<p>Clinical Programs: 2.1.2/Non-Clinical Programs 2.1.3: Educational Methods: The program integrates a variety of educational methods to ensure the participant's advancing level of mastery. Educational methods are appropriate to each of the curriculum content areas and reflective of the program outcomes. <u>Programs may provide curriculum using established and traditional learning activities, courses, and other program innovations that prove effective in meeting the criteria.</u></p>	<p>Provides a focus on fostering program innovation in teaching.</p>
<p>Clinical Programs: 2.1.5 Residency Programs – Core Competencies: The program integrates the following competencies when evaluating achievement of the participant's goals and outcomes. The program monitors and measures the achievement of the participant's seven core competencies:</p>	<p>Clinical Programs: 2.1.5 Residency Programs – Core Competencies Domains of Competence: The program integrates the following competencies when evaluating achievement of the participant's goals and outcomes. The program monitors and measures the achievement of the participant's</p>	<p>Change in terminology from core competencies to domains of competence aligns with APTA's Core Competencies of a Physical Therapist Resident document. This document will be linked within the quality standards to provide easy program access to the definitions of each domain of competence.</p>

<ul style="list-style-type: none"> • Clinical reasoning • Knowledge for specialty practice • Professionalism • Communication • Education • Systems-based practice • Patient management 	<p>seven core competencies <u>domains of competence:</u></p> <ul style="list-style-type: none"> • Clinical reasoning • Knowledge for specialty practice • Professionalism • Communication • Education • Systems-based practice • Patient management 	
<p>Clinical and Non-Clinical Programs: 2.2.1 Program Length: The program provides a systematic set of learning experiences that address the knowledge, skills, and affective behaviors the participant needs to achieve the program outcomes within a set period of time. Residency/Fellowship programs are completed in no fewer than ten (10) months and in no more than sixty (60) months.</p>	<p>Clinical and Non-Clinical Programs: 2.2.1 Program Length: The program provides a systematic set of learning experiences that address the knowledge, skills, and affective behaviors the participant needs to achieve the program outcomes within a set period of time. Residency/Fellowship programs are completed in no fewer than ten (10) <u>full-time equivalent</u> months and in no more than sixty (60) months.</p>	<p>Regardless of a program format (full-time or part-time), there is an expectation that the length of the program is adequate to meet all program outcomes, including program hours as defined in the quality standards.</p>
<p>Clinical and Non-Clinical Programs: 3.1 Admissions Criteria: The program publishes equitable admissions policies and verifies the participant is eligible to practice based on state requirements. The program implements consistent procedures for evaluating each prospective participant's ability to be successful in the program and achieve their educational goals.</p>	<p>Clinical and Non-Clinical Programs: 3.1 Admissions Criteria: The program publishes equitable admissions policies and verifies the participant is eligible to practice based on state requirements. The program implements consistent procedures for evaluating each prospective participant's ability to be successful in the program and achieve their educational goals. <u>Programs strive to advance diversity and promote a culture of inclusion and equity, particularly with groups historically underrepresented in the profession.</u></p>	<p>Provides a focus on promoting diversity, equity, and inclusion in physical therapist residency and fellowship education.</p>
<p>Clinical and Non-Clinical Programs: 3.3.6 Non-Discrimination/Privacy/Confidentiality Policies: The program documents compliance with applicable federal, state, and</p>	<p>Clinical and Non-Clinical Programs: 3.3.6 Non-Discrimination/Privacy/Confidentiality Policies: The program documents compliance with applicable federal, state, and local regulations including non-discrimination,</p>	<p>Provides a focus on promoting diversity, equity, and inclusion in physical therapist residency and fellowship education.</p>

<p>local regulations including non-discrimination, privacy, and confidentiality policies.</p>	<p>privacy, and confidentiality policies. <u>Programs do not discriminate on the basis of race, color, national origin, religion, sex, disability, age, gender, sexual orientation, and other identities and/or statuses.</u></p>	
<p>Clinical and Non-Clinical Programs: 3.6 Faculty: Individuals qualified by education and experience comprise the program’s faculty based on their roles and responsibilities. The program’s faculty possess the academic background, professional experience, and ongoing professional development to ensure the delivery of quality residency/fellowship education.</p>	<p>Clinical and Non-Clinical Programs: 3.6 Faculty: Individuals qualified by education and experience comprise the program’s faculty based on their roles and responsibilities. The program’s faculty possess the academic background, professional experience, and ongoing professional development to ensure the delivery of quality residency/fellowship education. <u>Programs do not discriminate on the basis of race, color, national origin, religion, sex, disability, age, gender, sexual orientation, and identities and/or statuses. Programs advance diversity and a culture of inclusion among faculty, particularly with regard to historically underrepresented groups.</u></p>	<p>Provides a focus on promoting diversity, equity, and inclusion in physical therapist residency and fellowship education.</p>
<p>Non-Clinical Programs: 3.6.3 Mentor Qualifications: Mentors for residency/fellowship programs are required to be physical therapists who possess significant and current experience (minimum of 3 years) in the program’s defined area of practice.</p>	<p>Non-Clinical Programs: 3.6.3 Mentor Qualifications: Mentors for residency/fellowship programs are required to be physical therapists who possess significant and current experience (minimum of 3 years) in the program’s defined area of practice.</p>	<p>The focus of non-clinical physical therapist residency and fellowship programs is not specific to physical therapist practice (e.g., Faculty, Higher-Education Leadership). Often, the most qualified individuals to mentor in these programs are experts in the field who are not physical therapists.</p>
<p>Clinical Programs: 3.6.7/Non-Clinical Programs: 3.6.4 Professional Development: The program provides ongoing professional development experiences for faculty to support their role(s) within the program. Faculty professional development experiences are designed to maintain and improve the effectiveness of the</p>	<p>Clinical Programs: 3.6.7/Non-Clinical Programs: 3.6.4 Professional Development: The program provides ongoing professional development experiences for faculty to support their role(s) within the program. Faculty professional development experiences are designed to maintain and improve the effectiveness of the leadership and mentorship that results in</p>	<p>Provides a focus on fostering growth in a program’s faculty through mentoring.</p>

<p>leadership and mentorship that results in program improvement.</p>	<p>program improvement. <u>Faculty receive opportunities for mentoring to further their career.</u></p>	
<p>Clinical Programs: 5.7 Outcomes Publication: The program annually publishes outcomes data that communicates program performance indicative of participant achievement.</p>	<p>Clinical Programs: 5.7 Outcomes Publication: The program annually publishes outcomes data that communicates program performance indicative of participant achievement. <u>Outcomes data must be published in easily accessible locations including programs’ websites. Information shall be no more than one “click” away from the program’s home webpage. At a minimum, programs publish:</u></p> <ul style="list-style-type: none"> • <u>The number of graduates who took the ABPTS board certification examination in the program’s area of practice (residency programs only).</u> • <u>First-time pass rates on ABPTS board certification examination (residency programs only).</u> • <u>Program completion rate.</u> • <u>Program retention rate.</u> 	<p>Focus on transparency to the public on program expectations for achievement of academic quality and indicators of participant success.</p>
<p>Non-Clinical Programs: 5.7 Outcomes Publication: The program annually publishes outcomes data that communicates program performance indicative of participant achievement.</p>	<p>Non-Clinical Programs: 5.7 Outcomes Publication: The program annually publishes outcomes data that communicates program performance indicative of participant achievement. <u>Outcomes data must be published in easily accessible locations including programs’ websites. Information shall be no more than one “click” away from the program’s home webpage. At a minimum, programs publish:</u></p> <ul style="list-style-type: none"> • <u>Program completion rate.</u> • <u>Program retention rate.</u> 	<p>Same as above</p>