ABPTRFE
American Board of Physical Therapy
Residency & Fellowship Education

Description of Residency Practice: Faculty

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Table of Contents

DRP Faculty

Preamble

The American Board of Physical Therapy Residency & Fellowship Education, a board-appointed group of the American Physical Therapy Association, has created the following "Description of Residency Practice" to reduce unwarranted curriculum variability; provide residents minimum consistency in learning experiences for that area of practice; and streamline the accreditation process for reporting.

This DRP is the product of collaborative work by ABPTRFE and the American Board of Physical Therapist Specialties through the practice analysis for specialty revalidation.

While all programs are required to meet the comprehensive curriculum and program requirements as outlined within "ABPTRFE Quality Standards for Non-Clinical Physical Therapist Residency and Fellowship Programs," the purpose of the DRP is to 1. Establish a consistent curriculum expectation for residency programs within the same area of practice. 2.Provide consistency in program reporting for accreditation processes. The DRP allows flexibility for programs to incorporate additional learning experiences unique to the program's environment that are beyond the minimum standard expectations.

The DRP for each residency area will undergo revalidation at least once every 10 years. The process for revalidation will be a collaborative process with ABPTS.

I. Type of Program

Faculty is a non-clinical area of practice.

II. Learning Domain Expectations

A residency program must have a curriculum inclusive of the learning domains identified within that area's current validated analysis of practice.

A. Teaching Domain of Competence in Faculty

- Curriculum Models/Designs
  - Create, implement, and assess curricula/programs using principles of curriculum design such as:
    - Conducting a needs assessment of curriculum, program, and learner(s).
    - Designing curricula and/or program(s) including both didactic and clinical education.
    - Developing program learning objectives and content.
    - Developing instructional materials and methods (strategies) that best facilitate learning, including the use of technology and delivery options (e.g., hybrid, blended, remote).
    - Implementing curriculum and/or course.
    - Assessing instruction and translation of learning objectives to achieve established competencies.
    - Using assessment and evaluation information (e.g., program, course, peer) to make changes to curriculum and/or program(s).
    - Analyzing curriculum, program and instructional strategies that foster diversity, equity and inclusion.

- Comply with pertinent regulations that influence curricular development, including but not limited to regulators (i.e., regional accreditation, CAPTE, state practice acts), stakeholders (i.e., APTA, FSBPT), specialized areas of practice (i.e., ABPTRFE, APTA Academies/Sections, ACAPT), and payers.

- Integrate contemporary clinical evidence-based approaches of care and translation of current research into curricula.

- Theories of Teaching/Learning
  - Incorporate domains and taxonomies of learning including cognitive, affective, psychomotor, and spiritual, to align with curricular design, instructional methods and strategies.

- Instructional Delivery Methodologies
  - Determine optimal instructional approaches (e.g., lecture, small-group, project-based, inter/intra professional problem-based, team-based, case-based).
  - Determine optimal instructional settings (e.g., clinic, bedside, patient simulation, classroom/laboratory, standardized patients).
  - Consider the supports and limitations that may by imposed by the institution that impact instruction.
  - Develop plans for converting a class session or course from one delivery method, approach and/or setting to a new method, approach and/or setting.
  - Select instructional strategies that facilitate critical thinking, clinical reasoning and self-reflection at the appropriate level, ranging from novice learner to expert practitioner.
  - Incorporate a variety of teaching and learning styles into instruction that are aligned with course objectives.
  - Adapt instructional strategies to meet the needs of diverse learners.
  - Provide feedback to learners based on relevant theories (e.g., motivational theory), and leverage timing, location, level of questioning, and type of feedback for optimal student learning.

- Assessment
  - Evaluate students using appropriate assessment methods that are aligned with instructional methodologies and with the type of course. Examples include simulation, live patient examination, competency-based assessments, verbal and written learner reflection, performance-based practical exams and skill checks, multiple choice exams, written assignments, critically appraised topics, alternative assessments, and gamification testing.
  - Design, implement, and evaluate grading scales to be used for various assessment methods (e.g., rubrics, checklists).
  - Assess learning outcomes, curriculum, and/or assessment practices for continuous improvement.
  - Implement the use of best practices to mitigate bias in assessment strategies.

- Legal, Ethical, and Policy Issues
  - Examine the importance of academic integrity and use of tools (e.g., browser lockdown, scanning, and plagiarism software, and the use of artificial intelligence) in order to develop strategies that discourage and address unwanted behaviors, including cheating, falsification, and plagiarism.
  - Develop strategies that discourage and address unwanted behaviors (e.g., harassment, theft, vandalism, stalking, disruptive behavior, physical or verbal altercations, and use of prohibited substances).
  - Delineate the legal (federal/state) and accreditation standards that govern issues of privacy, security, discrimination, and other important considerations in the teaching and learning
  - process, including Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Americans with Disabilities Act (ADA), Title 9 and CAPTE.
  - Analyze policies and practices related to diversity, equity and inclusion and their impact on physical therapy education and practice.

- o Understand the importance of compliance with copyright laws, including the TEACH (Technology, Education, and Copyright Harmonization) Act.
- o Illustrate the potential ethical implications of the power imbalance that exists between teacher and student (e.g., authoritarian classroom, befriending students on social media, out-of-class interactions, acceptance of favors from students, having students babysit children, sexual harassment).
- o Analyze the importance of adherence to nondiscriminatory policies related to race, sex, gender identity, sexual orientation, disability, religion, culture, etc.
- o Analyze institutions' policies related to faculty, staff, and student use of social media.

B. Scholarship Domain of Competence in Faculty

- Identify and discuss definitions and models for scholarship/research (e.g., Boyer's, UniSCOPE).
- Explore training expectations and resources for preparing a scholarly agenda:
  - o CITI training.
  - o Ethics.
  - o Conflict of interest.

- Identify the elements of a scholarly agenda that may include original research, scholarship of teaching and learning, book chapter, abstract, etc.
- Learn the process of obtaining IRB (institutional review board) approval, and other resources available at your institution that support scholarship.
- Identify appropriate venues for dissemination of scholarship (e.g., peer-reviewed journals, non-peer reviewed publications, abstracts/platform presentations).
- Navigate the institutional processes associated with research, funding, determining authorship, and clarification of roles within the research process.

C. Service Domain of Competence in Faculty

- Identify the impact on the program of faculty service across multiple institutional levels (e.g., Department/program, College/school, University).
- Identify the impact on the program of faculty service external to the institution (e.g., profession, community, society).
- Identify service contributions and roles that are aligned to the individual's faculty development plan.
- Identify membership and leadership of committees both within and outside the university that result in creation or development of systems for improvement in health care (interprofessional education, physical therapist professional education).
- Identify and discuss service contributions that may have an effect on department and/or program policies. (e.g., faculty senate, internal review committees, policy review committee, student affairs).
- Recognize how different aspects of service can influence effective teaching and learning and scholarship.

D. Governance and Leadership Domain of Competence in Faculty

- Analyze the structures/functions of the "academy" including:
  - o Institutional infrastructure and hierarchy.
  - o Faculty governance.
  - o Regional/specialized accreditation.
  - o Budget/finance.

- Analyze organizational culture and its impact on achieving institutional mission and goals.
- Differentiate the primary roles and responsibilities of faculty, including teaching, scholarship, administration, governance and service.
- Identify strategies to balance workload, effort allocation, and faculty expectations.

- Discuss the processes associated with student and academic affairs departments/units within the academy at various levels. For example: recruitment/admissions, enrollment, alumni affairs, registration, financial aid, diversity, equity and inclusion, disability services, policies/handbook, advising, student government, retention, conduct/discipline, wellness, and academic standing, program and curriculum review, etc.
- Discuss the processes associated with promotion, rank, tenure, continuing contracts, and faculty recognition/incentives within the academy.
- Identify how the primary roles and responsibilities of faculty, including teaching, scholarship, administration, governance and service relate to contract, promotion, tenure and how these change with rank and/or faculty track.
- Analyze the role of faculty in student advising/supervision and the strategies needed to facilitate student success and advancement.
- Explore concepts of leadership in the context of academia:
  - Evaluate personal leadership style including strengths and areas of improvement.
  - Apply conflict-resolution strategies to effectively prevent and manage conflict among students and peers.

- Demonstrate collaboration/collegiality as attributes important to functioning within the academy.
- Explore the concept of academic freedom:
  - Analyze how academic freedom fulfills the academy's mission of educating students and advancing knowledge.

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