Crosswalk of Changes Between the 2018 and 2023 Quality Standards for Clinical Physical Therapist Residency and Fellowship Programs

ABPTRFE
American Board of Physical Therapy Residency & Fellowship Education

Quality Standard 2: Curriculum Design and Instruction		
2018 Key Element	**Summary of Change**	**2023 Key Element**
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.	**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)~~,~~ **or** 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.	**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) or the Description of Fellowship Practice (DFP). 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.
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.	**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~~.	**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).
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.	**2.1.3: Educational Methods:** The program integrates a variety of educational methods**, traditional or innovative,** to ensure the participant's advancing level of mastery. Educational methods are appropriate to each of	**2.1.3 Educational Methods:** The program integrates a variety of educational methods, traditional or innovative, 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.	the curriculum content areas and reflective of the program outcomes.
2.1.4 Assessments: The program implements assessments designed to evaluate the participant's performance based on established measures. The program's formative and summative methods evaluate the participant's mastery of curriculum content based on performance measures and feedback provided in a timely manner. A variety of assessments evaluate the participant's initial and advancing levels of knowledge, practice, application of evidence-based practice principles, and competence as characterized in the Description of Residency Practice (DRP), the Description of Fellowship Practice (DFP), or an ABPTRFE-approved analysis of practice. At a minimum, one written examination and two live patient practical examinations are required throughout the program.	**2.1.4 Assessments:** The program implements assessments designed to evaluate the participant's performance based on established measures. The program's formative and summative methods evaluate the participant's mastery of curriculum content based on performance measures and feedback provided in a timely manner. A variety of assessments evaluate the participant's initial and advancing levels of knowledge, practice, application of evidence-based practice principles, and competence as characterized in the Description of Residency Practice (DRP)~~,~~ **or** the Description of Fellowship Practice (DFP)~~, or an ABPTRFE-approved analysis of practice~~. At a minimum, one written examination and two live patient practical examinations are required throughout the program.	**2.1.4 Assessments:** The program implements assessments designed to evaluate the participant's performance based on established measures. The program's formative and summative methods evaluate the participant's mastery of curriculum content based on performance measures and feedback provided in a timely manner. A variety of assessments evaluate the participant's initial and advancing levels of knowledge, practice, application of evidence-based practice principles, and competence as characterized in the Description of Residency Practice (DRP) or the Description of Fellowship Practice (DFP). At a minimum, one written examination and two <u>live patient practical examinations</u> are required throughout the program.
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: • Clinical reasoning • Knowledge for specialty practice • Professionalism • Communication • Education • Systems-based practice • Patient management	**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 seven ~~core competencies~~ **<u>domains of competence</u>**: • Clinical reasoning • Knowledge for specialty practice • Professionalism • Communication • Education • Systems-based practice • Patient management	**2.1.5 Residency Programs – 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 seven domains of competence: • Clinical reasoning • Knowledge for specialty practice • Professionalism • Communication • Education • Systems-based practice • Patient management

| 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. | 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) **full-time equivalent** months and in no more than sixty (60) months. | 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) full-time equivalent months and in no more than sixty (60) months. |

Quality Standard 3: Program Delivery, Director, and Faculty		
2018 Key Element	**Summary of Change**	**2023 Key Element**
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.	**3.1 Admissions Criteria:** The program publishes equitable**, diverse, and inclusive** 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. **Programs advance diversity and promote a culture of inclusion and equity, particularly with groups historically underrepresented in the profession.**	**3.1 Admissions Criteria:** The program publishes equitable, diverse, and inclusive 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. Programs advance <u>diversity</u> and promote a culture of <u>inclusion</u> and <u>equity</u>, particularly with groups historically underrepresented in the profession.
3.3.6 Non-Discrimination/Privacy/Confidentiality Policies: The program documents compliance with applicable federal, state, and local regulations including non-discrimination, privacy, and confidentiality policies.	**3.3.6 Non-Discrimination/Privacy/Confidentiality Policies:** The program documents compliance with applicable federal, state, and local regulations including non-discrimination, privacy, and confidentiality policies. **Programs do not discriminate on the basis of race, color, national origin, religion, sex, gender, sexual orientation, disability, age, and other identities and/or statuses.**	**3.3.6 Non-Discrimination/Privacy/Confidentiality Policies:** The program documents compliance with applicable federal, state, and local regulations including non-discrimination, privacy, and confidentiality policies. Programs do not discriminate on the basis of race, color, national origin, religion, sex, gender, sexual orientation, disability, age, and other identities and/or statuses.
3.6 Faculty: Individuals qualified by education and experience comprise the program's faculty based on their roles and responsibilities. The	**3.6 Faculty:** Individuals qualified by education and experience comprise the program's faculty based on their roles and responsibilities. The	**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.	program's faculty possess the academic background, professional experience, and ongoing professional development to ensure the delivery of quality residency/fellowship education. **Programs do not discriminate on the basis of race, color, national origin, religion, sex, gender, sexual orientation, disability, age, and identities and/or statuses. Programs strive for diversity and a culture of inclusion among faculty, particularly with regard to historically underrepresented groups.**	program's faculty possess the academic background, professional experience, and ongoing professional development to ensure the delivery of quality residency/fellowship education. Programs do not discriminate on the basis of race, color, national origin, religion, sex, gender, sexual orientation, disability, age, and identities and/or statuses. Programs strive for diversity and a culture of inclusion among faculty, particularly with regard to historically underrepresented groups.
3.6.7 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 program improvement.	**3.6.7 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 program improvement. **Faculty receive opportunities for mentoring to further their career.**	**3.6.7 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 program improvement. Faculty receive opportunities for mentoring to further their career.

Quality Standard 4: Program Commitment and Resources		
2018 Key Element	**Summary of Change**	**2023 Key Element**
4.1 Patient Population: The program's patient population is sufficient in number and variety to meet the mission, goals, and outcomes. The program provides sufficient mentored clinical practice experiences for the most common diagnoses or impairments identified in the Description of Residency Practice (DRP), the Description of Fellowship Practice (DFP), or ABPTRFE-approved analysis of practice. Other learning experiences (observation, patient rounds, surgical observations, etc.) provide	**4.1 Patient Population:** The program's patient population is sufficient in number and variety to meet the mission, goals, and outcomes. The program provides sufficient mentored clinical practice experiences for the most common diagnoses or impairments identified in the Description of Residency Practice (DRP), **or** the Description of Fellowship Practice (DFP), or ABPTRFE-approved analysis of practice. Other learning experiences (observation, patient rounds, surgical observations, etc.) provide	**4.1 Patient Population:** The program's patient population is sufficient in number and variety to meet the mission, goals, and outcomes. The program provides sufficient mentored clinical practice experiences for the most common diagnoses or impairments identified in the Description of Residency Practice (DRP) or the Description of Fellowship Practice (DFP). Other learning experiences (observation, patient rounds, surgical observations, etc.) provide sufficient exposure to less commonly encountered practice elements.

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Quality Standard 5: Assessment, Achievement, Satisfaction, and Effectiveness		
2018 Key Element	**Summary of Change**	**2023 Key Element**
5.7 Outcomes Publication: The program annually publishes outcomes data that communicates program performance indicative of participant achievement.	**5.7 Outcomes Publication:** The program annually publishes outcomes data that communicates program performance indicative of participant achievement. **Outcomes data must be published on the program's website. Information shall be no more than one "click" away from the program's home webpage. At a minimum, programs publish their program completion rate.**	**5.7 Outcomes Publication:** The program annually publishes outcomes data that communicates program performance indicative of participant achievement. Outcomes data must be published on the program's website. Information shall be no more than one "click" away from the program's home webpage. At a minimum, programs publish their program completion rate.

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Contact: resfel@apta.org