



**SELF-EVALUATION REPORT
FOR CLINICAL PHYSICAL THERAPIST
RESIDENCY AND FELLOWSHIP PROGRAMS**

Program Name: Insert Program Name

The information submitted is correct
to the best of my knowledge and belief.
I understand that electronically submitting
this document is considered to have the same
legally-binding effect as signing my signature
using a pen and paper.

Program Director Name: Insert Program Director Name

Date Report Submitted: Insert Date

Submitted Through Online Portal

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SELF-EVALUATION PROCESS – PROGRAM ASSESSMENT

- A. Describe the program's self-evaluation process.

Insert Response

- B. Describe how the Program Director, faculty, participants, and other relevant constituencies contribute to the self-evaluation process.

Insert Response

PROGRAM PROFILE

- A. Describe the program's history and why it was developed.

Insert Response

- B. For Re-Accreditation, describe any major changes since the program's most recent accreditation review (e.g., admissions, faculty, enrollment, curriculum, or marketing).

Insert Response

- C. For Re-Accreditation, list any Progress Report or Enhancement Report findings in the program's most recent grant of accreditation letter and in any other Board correspondence to the program since its most recent accreditation cycle. Describe how the program continues to address these areas.

Insert Response

- D. For Orthopaedic Manual Physical Therapy Fellowship programs, please indicate whether the program intends to seek initial or maintain ongoing recognition through the American Academy of Orthopaedic Manual Physical Therapists (AAOMPT).

☐ Yes, the program intends to seek initial or maintain ongoing recognition through AAOMPT. By checking this box, we request ABPTRFE to release information contained within the program's accreditation documentation to AAOMPT for the purpose of AAOMPT evaluation of the program's compliance with AAOMPT recognition requirements.

☐ No, the program does not intend to seek initial or ongoing recognition through AAOMPT.

PROGRAM ORGANIZATION

- A. Briefly describe the program's organizational structure.

Insert Response

- B. Create and upload a chart reflective of the program's organizational structure as EXHIBIT 1.

- C. Clinical Practice Sites: Complete and submit the Participant Practice Site Chart within the Accreditation Management System listing those sites that are used for patient-care clinic hours.

FOR REFERENCE ONLY
MUST BE SUBMITTED THROUGH
ACCREDITATION MANAGEMENT SYSTEM
CONTACT APTA STAFF FOR ACCESS

CLINICAL QUALITY STANDARDS

STANDARD 1: MISSION, GOALS, AND OUTCOMES

Residency/Fellowship programs' mission communicates the advancing education offered to increase a physical therapist's efficiency and improve outcomes. The mission identifies the program's defined area of practice and promotes excellence in the field of physical therapy education by graduating competent specialty practitioners. The mission guides the program's operations and future growth. The program's goals direct the efforts necessary for continued viability. The program's outcomes identify the knowledge and competencies participants gain upon program completion. Key indicators demonstrate the achievement of the program's mission, goals, and outcomes.

Contact Person: Name and Title of Contact Person

- 1.1 The mission statement communicates the program's purpose and commitment to providing quality advanced education to physical therapists in a defined area of practice that results in enhanced patient care.

[Upload EXHIBIT 2: [Mission and Goals Chart template](#)]

- 1.2 The program's mission statement aligns with the sponsoring organization's mission statement.

1. Provide the sponsoring organization's mission statement.

Insert Sponsoring Organization's Mission Statement

- 1.3 The program identifies goals that are reflective of the defined area of practice. The program goals support the achievement of the mission and communicate the ongoing efforts necessary to support continued sustainability.

[See EXHIBIT 2: [Mission and Goals Chart template](#)]

- 1.4 The program develops outcomes that identify measurable behaviors reflective of the defined area of practice which describe the knowledge, skills, and affective behaviors participants gain upon completion of the program.

[Upload EXHIBIT 3: [Assessment Table template](#)]

- 1.5 The program identifies key indicators it uses to annually monitor and measure the achievement of the program's mission, goals, and outcomes. Key indicators form the basis for evaluating participant performance and determining program effectiveness.

[See EXHIBIT 2: [Mission and Goals Chart template](#)]

QUALITY STANDARD 2: CURRICULUM DESIGN AND INSTRUCTION

Residency/Fellowship programs focus on the advancement of physical therapist knowledge and practice. Curriculum design focuses the knowledge, skills, and affective behaviors the participant gains that improves patient outcomes, enhances professional competence, and emphasizes one-to-one mentoring. Curriculum development follows a structured, systematic process that ensures content validity in a defined area of practice. The curriculum allows the participant to achieve the program's outcomes through advancing professional competence and education in scientific principles underlying practice applications. The curriculum integrates a variety of educational methods that support the theoretical basis for advanced practice and assessments grounded in scientific inquiry. The curriculum enhances the participant's knowledge, skills, and affective behaviors through the integration of didactic instruction, focused practice, and application of evidence-based practice principles.

Contact Person: Name and Title of Contact Person

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.

1. Indicate the publication year of the DRP/DFP or ABPTRFE-approved analysis of practice used to develop the comprehensive curriculum.

Insert Response

2. Describe how the program's curriculum organization reflects a logical sequence of didactic and clinical components so participants can achieve the program outcomes.

Insert Response

[See EXHIBIT 3: Assessment Table template]

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.

1. Describe how the program provides opportunities for participants to gain experience with a diverse and complex patient population as characterized by the DRP, DFP, or an ABPTRFE-approved analysis of practice.

Insert Response

[For programs seeking renewal of accreditation: Upload EXHIBIT 4: Medical Condition Chart for each program graduate over the last accreditation period. PDF all charts into a single document before uploading.

For programs seeking initial accreditation: Upload Exhibit 4: Medical Condition Chart within the Participant Practice Site Chart in the Accreditation Management System]

(NOTE: Utilize the medical condition chart associated with the program's area of practice. If DRP/DFP medical conditions chart has not yet been published, use the generic medical conditions chart.)

2.1.2 **Patient Outcomes:** The curriculum design provides the participant with the knowledge, skills, and affective behaviors to manage patient care in support of improved patient outcomes through the integration of didactic instruction, focused practice, and application of evidence-based practice principles. The program effectively uses mentoring to guide the participant through developing patient care plans based on best practices.

1. Describe how the program's curriculum integrates didactic instruction, focused practice, research, and scientific inquiry to manage patient care in support of improved patient outcomes.

Insert Response

2. Describe the program's mentoring process used to guide the participant through developing patient care plans based on best practices.

Insert Response

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.

1. List the educational methods used throughout the curriculum (e.g., lectures, clinical experiences, journal club, independent study, distance education, media, etc.).

Insert Response

2. Provide the rationale for the educational methods used to advance the participant level of mastery of knowledge, skills, and affective behaviors.

Insert Response

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, 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 examinations are required throughout the program.

1. Explain how and when feedback (formative and summative) is provided to the participant throughout the program.

Insert Response

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

[See EXHIBIT 3: Assessment Table]

2.2 **Program Requirements:** The program demonstrates compliance with minimum requirements that provides physical therapists with learning experiences resulting in advanced professional competence and increased quality patient care.

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.

1. Identify whether the program is full-time or part-time or both and the number of months required for completion of each (excluding time for remediation) consistent with Exhibit 3 by completing the chart below:

Program Format	Program Length (in months)
Select program format.	
Select program format.	

2.2.2 **Residency Program Hours:** The program offers a comprehensive curriculum that meets minimum required hours within the program's area of practice. Residency programs require participants to complete a minimum of 1,800 total program hours including 300 educational hours and 1,500 patient-care clinic hours inclusive of 150 hours of 1:1 mentoring throughout the program. Mentoring is conducted in-person and the participant is the primary patient/client care provider for 100 of the minimum 150 mentoring hours.

1. Indicate the total program hours.

Insert Response

2. Indicate the total educational hours.

Insert Response

3. Indicate the total patient-care clinic hours.

Insert Response

4. Indicate the total mentoring hours.

Insert Response

5. Indicate the total mentoring hours conducted in-person and the participant is the primary patient/client care provider.

Insert Response

2.2.3 Fellowship Program Hours: The program offers a comprehensive curriculum that meets minimum required hours within the program's area of practice. Fellowship programs require participants to complete a minimum of 1,000 total program hours including 150 educational hours and 850 patient-care clinic hours inclusive of 150 hours of 1:1 mentoring throughout the program. Mentoring is conducted in-person and the participant is the primary patient/client care provider for 75 of the minimum 150 mentoring hours.

1. Indicate the total program hours.

Insert Response

2. Indicate the total educational hours.

Insert Response

3. Indicate the total patient-care clinic hours.

Insert Response

4. Indicate the total mentoring hours.

Insert Response

5. Indicate the total mentoring hours conducted in-person and the participant is the primary patient/client care provider.

Insert Response

2.3 Program Delivery: The program is conducted in settings or affiliated clinical sites where management and professional staff are committed to seeking excellence in education and patient care by demonstrating substantial compliance with professionally developed and nationally applied practice and operational standards while maintaining sufficient resources to achieve the mission, goals, and outcomes.

1. Describe how the program ensures that the curriculum and learning experiences are delivered consistently across all clinical sites and identify who is responsible for this oversight.

Insert Response

2.4 **Mentoring Focus:** The program emphasizes the professional benefit of advanced clinical education through mentoring. The curriculum offers the participant individualized guidance on emerging and current best practices, patient care, and evidence-based practice in a defined area of practice. Mentors provide comprehensive oversight and consistent feedback throughout the length of the program focused on advancing the participant's knowledge and expertise in a defined area of practice.

1. Describe how the program matches the mentor to the participant.

Insert Response

2. Describe the mentoring model(s) used over the length of the program.

Insert Response

3. Describe how the program's mentoring offers participants individualized guidance in a defined area of practice.

Insert Response

4. Describe how mentors advance participants' knowledge and expertise throughout the length of the program.

Insert Response

5. Describe how and when mentors provide consistent feedback to the participant.

Insert Response

2.5 **Completion:** The program verifies that the participant meets completion requirements. The program director awards a certificate of graduation to the participant who completes the program. The certificate is issued in accordance with the ABPTRFE Processes and Procedures Authorized Statement and signed by the program director and administrators of the sponsoring organization. A certificate is only issued once the participant completes all program requirements.

1. By checking the box below, the program certifies that the participant meets the completion requirements and the program director awards a certificate of graduation to participants who complete the program and that the certificate is issued in accordance with ABPTRFE Processes and Procedures Authorized Statement including being signed by the program director and administrators of the sponsoring organization.

Certify By Checking the Box

QUALITY STANDARD 3: PROGRAM DELIVERY, DIRECTOR, AND FACULTY

Residency/Fellowship programs implement consistent procedures for adequately responding to patient and participant's needs. Admissions criteria allows for equitable evaluation of the participant's ability to be successful in the program and supports the program's mission, goals, and outcomes. A qualified and experienced program director provides effective administrative leadership of faculty and oversees the delivery of a quality curriculum. Adequate support services facilitate the participant's successful completion and achievement of program outcomes.

Contact Person: Name and Title of Contact Person

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.

1. Provide the program's equitable admissions policies and identify who is responsible for evaluating prospective participants.

For this response: Copy and Paste Policy or Insert Link to Policy

2. Describe how the program implements consistent procedures for evaluating prospective participants' abilities to be successful in the program and achieve their educational goals.

Insert Response

3. Describe how the program verifies admitted participants are eligible to practice based on state requirements for all facilities.

Insert Response

3.1.1 Fellowship Programs: The participant possesses at least one of the following additional qualifications for admission:

- American Board of Physical Therapy Specialties (ABPTS) specialist certification in the related area of specialty as defined within the DFP, or
- Completion of an ABPTRFE-accredited residency in a related specialty area as defined within the DFP.

1. By checking the box below, the program certifies that participants meet the above additional qualifications for admission to fellowship programs.

Certify by Checking the Box

3.1.2 Program Contract/Agreement/Letter of Appointment: The program ensures each participant signs a contract/agreement/letter of appointment prior to commencing the residency/fellowship program. The contract/agreement/letter of appointment is in compliance with the ABPTRFE's Admissions Offer Disclosures Check List.

1. By checking the box below, the program certifies that it requires the participant to sign a contract/agreement/letter of appointment prior to beginning the program.

Certify by Checking the Box

2. Complete the Admissions Offer Disclosures Check List below as EXHIBIT 5.

This Admissions Offer Disclosures Check List is intended to be used by the clinical program and submitted within the program's Self-Evaluation Report to ensure compliance with ABPTRFE admissions offer disclosure requirements. Programs should provide the page number(s) for the contract or Participant Handbook where each admissions disclosure is published.

Admissions Disclosures	Elements	Contract Page Number	Participant Handbook Page Number
Program Costs	(e.g., tuition and other fees)	Page Number	Page Number
Financial Aid or Stipends		Page Number	Page Number
Hours of Work		Page Number	Page Number
Agreement Duration		Page Number	Page Number
Financial Compensation		Page Number	Page Number
Fringe Benefits	(e.g., meals, uniforms, vacation policy, sick leave policy, housing provisions, and payment of dues for membership in selected professional organizations)	Page Number	Page Number
Probationary Period		Page Number	Page Number
Grounds for Termination		Page Number	Page Number
Appeal		Page Number	Page Number
Mission, Goals, and Outcomes			Page Number
Administrative Policies	<ul style="list-style-type: none"> • Retention Policy • Remediation Policy • Termination Policy • Grievance Policy <ul style="list-style-type: none"> ○ Program ○ ABPTRFE • Leave Policy • Non-Discrimination/Privacy/Confidentiality Policies • Malpractice Insurance • Participant Tracking 		Page Number
Designated Learning Experiences			Page Number

Program Participant Duties and Expectations			Page Number
ABPTRFE Quality Standards	Information and links to where participants may read and review ABPTRFE's Quality Standards		Page Number
Participant Evaluation Processes			Page Number
Participants Attests to Receiving the Participant Handbook	Attestation: "I received the Participant Handbook prior to signing the program contract. I certify that I have read, understood, and agreed to all policies and procedures outlined in the Participant Handbook."	Page Number	
Participant Signature and Date**		Page Number	

3. By checking the box below, the program certifies that it meets the ABPTRFE Admissions Disclosures Check List.

☐

4. Upload a Blank Contract/Agreement/Letter of Appointment for the participant as EXHIBIT 6.

3.2 Participant Orientation: The program conducts orientation activities to familiarize the participant with the program requirements including the mission, goals, outcomes, administrative policies, ABPTRFE quality standards, designated learning experiences, and evaluation processes.

1. Describe the program's orientation activities used to familiarize participants with the program requirements.

Insert Response

2. By checking the box below, the program certifies that participants are informed of the mission, goals, outcomes, administrative policies, ABPTRFE quality standards, designated learning experiences, program participant duties, and evaluation processes during orientation.

☐

3.3 Administrative Policies: The program publishes equitable administrative policies and implements consistent procedures designed to protect the participant and the program.

3.3.1 Retention Policy: The program implements appropriate retention policies and procedures including academic and clinical requirements the participant must fulfill to maintain active status through graduation.

1. For this response: Copy and Paste Policy or Insert Link to Policy

- 3.3.2 **Remediation Policy:** The program implements appropriate remediation policies and procedures including criteria for program dismissal if remediation efforts are unsuccessful. The program establishes methods and timelines to identify and remedy unsatisfactory clinical or academic performance. The remediation policies are distributed to and acknowledged in writing by the participant. The program documents and implements any necessary adjustments to the participant's customized learning plans, including remedial action(s).

1. [For this response:](#) Copy and Paste Policy or Insert Link to Policy

- 3.3.3 **Termination Policy:** The program implements an appropriate termination policy and procedures including termination of the participant who becomes ineligible to practice due to loss of license or for identified clinical or academic reasons (e.g., consistent underperformance or inability to successfully remediate participant). The program establishes procedures and timelines followed for termination. The program identifies the employment status of the participant should program termination occur.

1. [For this response:](#) Copy and Paste Policy or Insert Link to Policy

- 3.3.4 **Grievance Policy:** The program implements an equitable grievance policy including procedures for appeal that ensures due process for the participant, faculty, and staff. Additionally, the program publishes ABPTRFE's grievance policy that a participant can follow if issues are not resolved at the program level.

1. [For this response:](#) Copy and Paste Policy or Insert Link to Policy

- 3.3.5 **Leave Policy:** The program establishes appropriate professional, family, and sick leave policies including how these leaves could impact the participant's ability to complete the program.

1. [For this response:](#) Copy and Paste Policy or Insert Link to Policy

- 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.

1. [For this response:](#) Copy and Paste Policy or Insert Link to Policy

- 3.3.7 **Malpractice Insurance:** The program ensures that the participant maintains comprehensive malpractice coverage to cover all work conducted as part of the program which may or may not be provided through the sponsoring organization by the program.

1. [By checking the box below, the program certifies that the participant maintains comprehensive malpractice coverage sufficient to cover all work conducted as part of the program.](#)

Certify by Checking the Box

3.3.8 **Participant Tracking:** The program maintains a record of current and past program participants.

1. Describe the program's process for maintaining accurate records of current and past program participants.

Insert Response

2. Identify who is responsible for tracking current and past program participants.

Insert Response

3.4 **Program Director:** The program director possesses the qualifications and experience in operations, financial management, and leadership to administratively oversee all aspects of the program in support of the mission, goals, and outcomes. The program determines the role and responsibilities of the program director.

1. Describe the program director's qualifications and experience in operations, financial management, and leadership to administratively oversee all aspects of the program in support of the mission, goals, and outcomes.

Insert Response

2. Describe the role and responsibilities of the program director.

Insert Response

3. Provide the percentage of full-time equivalent (FTE) that the program director is dedicated to these responsibilities.

Insert Response

4. Upload a copy of the Program Director Curriculum Vitae or Resume as EXHIBIT 7.

3.5 **Program Coordinator:** A program coordinator is appointed if a program director does not meet the following required qualifications and clinical experience in the program's defined area of practice. The program coordinator is responsible for overseeing the curriculum and ensuring it comprehensively incorporates the requirements in the Description of Residency Practice (DRP), the Description of Fellowship Practice (DFP), or an ABPTRFE-approved analysis of practice. The program coordinator is a licensed physical therapist who completed either 1) ABPTS board certification plus one year of clinical experience or an accredited residency/fellowship within the defined area of practice plus one year of clinical experience; or 2) obtained a minimum of five years of clinical experience in the defined area of practice.

1. Describe the program coordinator's qualifications and clinical experience to oversee all aspects of the program in support of the mission, goals, and outcomes.

Insert Response

2. Describe the role and responsibilities of the program coordinator.

Insert Response

3. Provide the percentage of full-time equivalent (FTE) that the program coordinator is dedicated to these responsibilities.

Insert Response

4. Upload a copy of the Program Coordinator Curriculum Vitae or Resume as EXHIBIT 8.

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.

1. For each appointed faculty member, please complete the following Faculty Qualifications Chart as EXHIBIT 9:

Instructions for Completing the Faculty Qualifications Chart

- Academic Credentials: list all earned academic credentials (e.g., degrees earned).
- Qualifying Professional Experience: list all professional experience that qualifies faculty for their position. (For the last 5 years only)
- Administrative Experience: list all administrative experience that demonstrates faculty have curriculum development and design, program evaluation, research experience, and teaching experience.
- Certifications/Memberships: list all certifications (e.g., ABPTS) and memberships (e.g., FAAOMPT) that qualify faculty for their role.
- Professional Development (Remain Current in the Field): list all professional development for the last 3 years only that demonstrate faculty is current in the defined area of practice.

Faculty Name	Academic Credentials	Qualifying Professional Experience	Educational Administrative Experience	Certifications/Memberships	Program Responsibilities [Select All that Apply]	Professional Development (Remain Current in the Field)
					<input type="checkbox"/> Clinical Mentor <input type="checkbox"/> Didactic Educator <input type="checkbox"/> Research Advisor <input type="checkbox"/> Program Director <input type="checkbox"/> Program Coordinator <input type="checkbox"/> Non-PT Educator Other (please indicate):	

- 3.6.1 **Quantity:** The program employs a sufficient number of faculty who possess demonstrated expertise in the defined area of practice including the appropriate

credentials to support the program's mission, goals, and outcomes. The program's adequate number of faculty allow for:

- Teaching, mentoring, administration, individual counseling, supervision, research throughout the program, and
- Faculty activities that contribute to individual professional growth and development.

[See EXHIBIT 9: Faculty Qualifications Chart]

3.6.2 **Qualifications:** Collectively, program faculty have the qualifications necessary to oversee and initiate the learning experiences of the residency/fellowship program. Faculty qualifications include the following:

- Advanced clinical skills,
- Academic and experiential qualifications,
- Diversity of backgrounds appropriate to meet program goals,
- Expertise in residency/fellowship curriculum development and design, and
- Expertise in program and participant evaluation.

Judgment about faculty competence in a curricular area for which a faculty is responsible is based on:

- Appropriate past and current involvement in specialist certification and/or advanced degree courses,
- Experience as a clinician or academician,
- Research experience, and
- Teaching experience

[See EXHIBIT 9: Faculty Qualifications Chart]

3.6.3 **Residency:** At least one currently ABPTS-certified clinician serves on the faculty of the residency program and is involved in all major areas including curriculum development, clinical experience supervision, mentoring, and participant advising for those residency programs within an ABPTS-approved area of specialty.

- The program ensures the participant receives mentoring from an ABPTS-certified clinician in the area of specialty practice.
- For residency programs, not within an ABPTS-approved area of specialty, the program documents at least one individual with substantial experience in that defined area of practice.

By checking the box below, the program certifies that the residency employs at least one faculty who is a current ABPTS-certified clinician within an ABPTS-approved area of specialty and is involved in all major areas including curriculum development, clinical experience supervision, mentoring, and participant advising. For residency

programs not within an ABPTS-approved area of specialty, the program documents at least one individual with substantial experience in that defined area of practice.

Certify by Checking the Box

[See EXHIBIT 9: Faculty Qualifications Chart]

- 3.6.4 **Fellowship:** The program documents that the faculty includes at least one individual with substantial and current experience in that defined area of practice. For orthopedic manual physical therapy fellowships, the faculty includes at least one Fellow of the American Academy of Orthopaedic Manual Physical Therapists (FAAOMPT).

By checking the box below, the program certifies that the fellowship employs one faculty with substantial and current experience in that defined area of practice. For orthopaedic manual physical therapy fellowships, the program certifies that one Fellow of the American Academy of Orthopaedic Manual Physical Therapists is employed.

Certify by Checking the Box

[See EXHIBIT 9: Faculty Qualifications Chart]

- 3.6.5 **Residency Program Mentors Qualifications:** Mentors for residency programs are required to be physical therapists who are either: 1) ABPTS board-certified specialists in the program's area of practice, or 2) graduate of an ABPTRFE-accredited residency/fellowship program in that area of practice, or 3) possess significant and current experience (minimum of 3 years) in the program's area of practice.

[See EXHIBIT 9: Faculty Qualifications Chart]

- 3.6.6 **Fellowship Program Mentors Qualifications:** Mentors for fellowship programs are required to be physical therapists who are either: 1) ABPTS board-certified specialists in the program's related area of practice and with experience in the area of subspecialty, or 2) graduate of an ABPTRFE-accredited residency/fellowship program in that related area of practice and with experience in that area of subspecialty, or 3) possess significant and current experience (minimum of 2 years) in the subspecialty area.

[See EXHIBIT 9: Faculty Qualifications Chart]

- 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.

1. Describe the ongoing professional development experiences offered to faculty to support their roles within the program.

Insert Response

2. Describe how faculty professional development experiences are designed to maintain and improve the effectiveness of the leadership and mentorship.

Insert Response

QUALITY STANDARD 4: PROGRAM COMMITMENT AND RESOURCES

Residency/Fellowship programs' facilities support excellence in practice and dedication to physical therapy services. The program and sponsoring organization comply with all accreditation and regulatory requirements including other national applicable laws and industry standards. The program maintains sufficient resources to achieve the mission, goals, and outcomes. The program retains sufficient quantity and quality of resources to enable the residency/fellowship program to accomplish its goals. Sufficient resources include adequate patient population, faculty, participant support services, staff, finances, access to relevant publications, equipment, materials, and facilities.

Contact Person: Name and Title of Contact Person

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 sufficient exposure to less commonly encountered practice elements.

1. Describe how the program assures there is a sufficient patient population in number and variety and clinical practice settings or other learning experiences to meet the mission, goals, and outcomes.

Insert Response

2. Describe how the program provides sufficient mentored clinical practice experiences for the most common diagnoses or impairments identified in the DRP, DFP, or ABPTRFE-approved analysis of practice.

Insert Response

3. Describe how the program integrates other learning experiences for less commonly encountered practice elements.

Insert Response

4.2 Educational Resources: The program provides the participant and faculty access to current publications and other relevant materials in appropriate media to support the curriculum.

1. Provide a list of educational resources available to participants.

Insert Response

2. Provide a list of educational resources available to faculty.

Insert Response

4.3 Support Services: The program and sponsoring organization provides adequate support services that encourage and promote the participant's successful completion.

1. Describe the support services provided to participants.

Insert Response

4.4 Financial Resources: The program maintains financial resources that are adequate to achieve the mission, goals, and outcomes and supports the academic integrity resulting in continued program sustainability.

1. Describe the program's procedures for maintaining financial resources that are adequate to achieve its mission, goals, and outcomes.

Insert Response

4.4.1 Sponsoring Organization: For the protection of the program participant, the sponsoring organization demonstrates its support of the program, in part, by providing sufficient funding resources to sustain the program.

1. Describe how the sponsoring organization demonstrates its support for the program.

Insert Response

4.5 Teach-Out Commitment: The program and sponsoring organization commits to teaching out participants who are currently enrolled if it is deemed necessary to discontinue offering the program.

1. Please complete the following ABPTRFE teach-out commitment as EXHIBIT 10.

ABPTRFE TEACH-OUT COMMITMENT

"WHEREAS, the program applied to the American Board of Physical Therapy Residency and Fellowship Education Board for accreditation, and achieved such accreditation,

"WHEREAS, said accreditation applies to the program and all corresponding instructional activities,

"NOW, THEREFORE, upon motion duly made and seconded and unanimously adopted, it is RESOLVED and COMMITTED that:

One *This program commits that all participants who enroll in this program will receive the education under the terms of their contracts, including receiving all curriculum and instructional materials*

on a timely basis, any subsequent change in this program's accredited status or any other circumstances notwithstanding; and,

Two *With the understanding that the intent of this Commitment is to ensure that all participants enrolled by the program before and during its period of accreditation will have the opportunity to complete their program regardless of future circumstances, it is firmly resolved that the letter and spirit of this Commitment will be fulfilled."*

I certify that this Commitment was duly and legally adopted at a meeting, duly and regularly convened at least annually during which the Program Director and designated representative from the sponsoring organization was present and acting throughout; and that said Commitment will continue in full force and effect.

Enter First and Last Name

Program Director

Enter First and Last Name

Sponsoring Organization Representative Title

QUALITY STANDARD 5: ASSESSMENT, ACHIEVEMENT, SATISFACTION, AND EFFECTIVENESS

Residency/Fellowship programs conduct ongoing evaluation of the mission, goals, outcomes, faculty, curriculum, and participants in a commitment to continuous improvement. The program annually gathers data, monitors results, and analyzes information to determine the extent to which the mission, goals, and outcomes are achieved. The evaluation process is planned, organized, scheduled, and documented to ensure ongoing quality education in a defined area of practice. Participant performance is evaluated initially, on an ongoing basis, and at the conclusion of the program. Participant evaluation data are used to further focus learning and instruction and confirm achievement of the program outcomes. Data collected on the post-graduate performance of the participant is used to evaluate the program's effectiveness and inform curriculum revisions.

Contact Person: Name and Title of Contact Person

- 5.1 **Program Assessment:** The program implements a plan and collects data from key indicators used to annually evaluate the achievement of its mission, goals, and outcomes.

[See EXHIBIT 2: Mission and Goals Chart template and EXHIBIT 3: Assessment Table template.]

- 5.2 **Participant Progress:** The program establishes a consistent process for tracking the participant's level of achievement of the program outcomes against identified benchmarks. Overall participant progress is assessed at regular intervals to ensure timely completion and appropriate progression of participant advancement.

1. Describe the program's procedures for assessing the progression of participant advancement at regular intervals.

Insert Response

- 5.3 **Program Director and Coordinator Evaluation:** The program establishes an annual process for evaluating the program director and coordinator (as applicable) including adequate administrative program oversight, evaluation of program participants, and appropriate allocation of resources against identified benchmarks based on responsibilities.

1. Describe the program's procedures for annually evaluating the program director and coordinator (as applicable).

Insert Response

- 5.4 **Faculty Evaluation:** The program establishes an annual process for evaluating faculty which may include an assessment of teaching ability, professional activities, clinical expertise, mentoring, and adequate participant support. When determining faculty effectiveness, the program identifies benchmarks and gathers data from multiple sources. Mentor performance is evaluated through direct observations by the program director/coordinator. Annually, faculty receive feedback results for continuous improvement purposes.

1. Describe the program's procedures for annually evaluating faculty.

Insert Response

2. Describe the program's procedures for directly observing mentors annually.

Insert Response

3. Describe how feedback results are communicated to faculty.

Insert Response

4. Describe how the results of these evaluations are used for continuous improvement purposes.

Insert Response

5.5 Participant Post-Completion Performance: The program regularly collects information about the post-completion performance of the residency/fellowship graduate which is used for program evaluation and continuous improvement.

1. Describe how the program regularly collects information about the post-completion performance of residency/fellowship graduates.

Insert Response

2. Describe how the program uses the information collected about the post-completion performance of residency/fellowship graduates for program evaluation and continuous improvement.

Insert Response

5.6 Program Effectiveness: The program annually uses comprehensive outcomes data to inform curriculum revisions. The data guides the program's continuous improvement efforts indicative of an ABPTRFE-accredited residency/fellowship program and provides evidence supporting the continued achievement of the mission, goals, and outcomes.

1. Describe how the program uses comprehensive outcomes data (program assessment, participant progress, program director/coordinator evaluation, faculty/mentor evaluation, and participant post-completion performance) to inform curriculum revisions.

Insert Response

2. Describe how the data collected is used to guide the program's continuous improvement efforts.

Insert Response

3. Describe how the program uses this comprehensive outcomes data to support the continued achievement of its mission, goals, and outcomes.

Insert Response

5.7 Outcomes Publication: The program annually publishes outcomes data that communicates program performance indicative of participant achievement.

1. List the program's outcomes data indicative of participant achievement that is available for review by the public (e.g., website, promotional materials, orientation, or program directory pages). At a minimum, programs publish board pass rates (for residencies) and graduation rates.

Insert Response

2. Provide links to website, promotional materials, or other documentation that demonstrates where outcomes data is published.

Insert Response

FOR REFERENCE ONLY
MUST BE SUBMITTED THROUGH
ACCREDITATION MANAGEMENT SYSTEM
CONTACT APTA STAFF FOR ACCESS