



# PART III: QUALITY STANDARDS

## FOR NON-CLINICAL PHYSICAL THERAPIST RESIDENCY AND FELLOWSHIP PROGRAMS

## INTRODUCTION

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Residency and fellowship programs build on physical therapists' foundational knowledge and facilitate the development of advanced practitioners with enhanced skills in a defined area of practice. Mentoring develops residents and fellows-in-training who enhance the profession. Programs focus on advancing skills and knowledge including, but not limited to teaching, service, scholarship, governance and policy, leadership, management, ethical and legal issues. The comprehensive curriculum integrates these combined skills and knowledge specific to a defined area of practice that is consistent with the program's mission, goals, and outcomes.

## QUALITY STANDARD 1: MISSION, GOALS, AND OUTCOMES

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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.

QUALITY STANDARD 1 KEY ELEMENTS: A residency/fellowship program meets this quality standard through the effective implementation and consistent documentation of the following key elements:

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

## QUALITY STANDARD 2: CURRICULUM DESIGN AND INSTRUCTION

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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 in the defined area of practice that may include, but is not limited to: teaching, research, service, scholarly inquiry, governance and policy, leadership, management, ethical and legal issues. Curriculum design 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. The curriculum integrates a variety of educational methods that support the theoretical basis for advanced practice and is supported by best evidence.

QUALITY STANDARD 2 KEY ELEMENTS: A residency/fellowship program meets this quality standard through the effective implementation and consistent documentation of the following key elements:

- 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.
  - 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.
  - 2.1.2 **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 **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 best evidence, 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 performance-based evaluations are required throughout the program.

2.2 **Program Requirements:** The program demonstrates compliance with minimum requirements that provide physical therapists with learning experiences resulting in advanced professional competence.

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.

2.2.2 **Residency Program Hours:** The program offers a comprehensive curriculum that meets minimum required hours within the program's defined area of practice. Residency programs require participants to complete a minimum of 1,800 total program hours including 300 educational hours (e.g., didactic, journal club, research, etc.) and 1,500 practice hours within the defined area of practice (e.g., leadership, faculty job activities) inclusive of 150 hours of 1:1 mentoring throughout the program.

The participant is the primary individual completing non-clinical practice area tasks for 100 hours of the minimum 150 mentoring hours. Of these 100 hours:

- At least 75 hours must occur in-person (1:1)
- At least 25 hours may occur using synchronous video technology (1:1)

The remaining mentoring hours may occur in-person or using synchronous or asynchronous methodologies without the participant being the primary individual completing non-clinical practice area tasks.

2.2.3 **Fellowship Program Hours:** The program offers a comprehensive curriculum that meets minimum required hours within the program's defined area of practice. Fellowship programs require participants to complete a minimum of 1,000 total program hours including 150 educational hours (e.g., didactic, journal club, research, etc.) and 850 practice hours within the defined area of practice (e.g., leadership, faculty job activities) inclusive of 150 hours of 1:1 mentoring throughout the program.

The participant is the primary individual completing non-clinical practice area tasks for 75 hours of the minimum 150 mentoring hours. Of these 75 hours:

- At least 50 hours must occur in-person (1:1)
- At least 25 hours may occur using synchronous video technology (1:1)

The remaining mentoring hours may occur in-person or using synchronous or asynchronous methodologies without the participant being the primary individual completing non-clinical practice area tasks.

- 2.3 **Program Delivery:** The program is conducted in settings where management and professional staff are committed to seeking excellence in education while maintaining sufficient resources to achieve the mission, goals, and outcomes.
- 2.4 **Mentoring Focus:** The program emphasizes the professional benefit of advanced education through mentoring. The curriculum offers the participant individualized guidance on emerging and current best practices 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.
- 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 Policies 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.

### QUALITY STANDARD 3: PROGRAM DELIVERY, DIRECTOR, AND FACULTY

Residency/Fellowship programs implement consistent procedures for adequately responding to the 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.

QUALITY STANDARD 3 KEY ELEMENTS: A residency/fellowship program meets this quality standard through the effective implementation and consistent documentation of the following key elements:

- 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.
  - 3.1.1 **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.
- 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.

- 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 any additional requirements the participant must fulfill to maintain active status through graduation.
- 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 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).
- 3.3.3 **Termination Policy:** The program implements an appropriate termination policy and procedures including termination of the participant who becomes ineligible to continue in the program (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.
- 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.
- 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.
- 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.
- 3.3.7 **Participant Tracking:** The program maintains a record of current and past program participants.
- 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.
- 3.5 **Program Coordinator:** A program coordinator is appointed if a program director is not a licensed physical therapist who obtained a minimum of five years of 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 determines the roles and responsibilities of the program coordinator.

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, practice, professional experience, and ongoing professional development to ensure the delivery of quality residency/fellowship education.

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.

3.6.2 **Qualifications:** Collectively, program faculty have the qualifications necessary to oversee and initiate the learning experiences of the residency/fellowship program to achieve the program goals through effective program development, design, and evaluation of outcomes. Faculty qualifications include the following:

- Instructional experience,
- Effective teaching and evaluative skills,
- Record of involvement in scholarly and professional activities,
- 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 faculty are responsible is based on:

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

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.

- 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 program improvement.

## QUALITY STANDARD 4: PROGRAM COMMITMENT AND RESOURCES

Residency/Fellowship programs' facilities support excellence in practice and dedication to the physical therapy profession. The program and sponsoring organization comply with all accreditation and regulatory requirements including other nationally 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 learning experiences, faculty, participant support services, staff, finances, access to relevant publications, equipment, materials, and facilities.

QUALITY STANDARD 4 KEY ELEMENTS: A residency/fellowship program meets this quality standard through the effective implementation and consistent documentation of the following key elements:

- 4.1 **Experiential Learning:** The program's experiential learning activities are varied and sufficient to meet the mission, goals, and outcomes. The program provides sufficient mentored experiences for the defined area of practice as identified in the Description of Residency Practice (DRP), the Description of Fellowship Practice (DFP), or ABPTRFE-approved analysis of practice.
- 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.
- 4.3 **Support Services:** The program and sponsoring organization provides adequate support services that encourage and promote the participant's successful completion.
- 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.
- 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.
- 4.5 **Teach-Out Commitment:** The program and sponsoring organization commit to teaching out participants who are currently enrolled if it is deemed necessary to discontinue offering the program.



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

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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.

QUALITY STANDARD 5 KEY ELEMENTS: A residency/fellowship program meets this quality standard through the effective implementation and consistent documentation of the following key elements:

- 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.
- 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.
- 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 applicants, and appropriate allocation of resources against identified benchmarks based on identified responsibilities.
- 5.4 **Faculty Evaluation:** The program establishes an annual process for evaluating faculty which may include an assessment of teaching ability, professional activities, expertise within the defined area of practice, 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.
- 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.
- 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.

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