Crosswalk of Changes Between the 2018 and 2023 Quality Standards for Non-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 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: Curriculum Development:** The program's comprehensive curriculum is developed from and addresses the most recent version of the Description of Residency Practice (DRP)~~, or~~ **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 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 Curriculum Development: 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 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.	**2.1.1 Program Structure:** The didactic and experiential curriculum permits participants to gain mentored experience as characterized by the Description of Residency Practice (DRP)~~, or~~ **or** the Description of Fellowship Practice (DFP)~~, or an ABPTRFE-approved analysis of practice~~.	**2.1.1 Program Structure:** The didactic and experiential curriculum permits participants to gain mentored experience as characterized by the Description of Residency Practice (DRP) or the Description of Fellowship Practice (DFP).
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.	**2.1.2: Educational Methods:** The program integrates a variety of educational methods**, established 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.	**2.1.2 Educational Methods:** The program integrates a variety of educational methods, established 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.

2018 Key Element (2.2.1)	Summary of Change	2023 Key Element
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 strive to 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 strive to advance diversity and promote a culture of inclusion and equity, 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.
3.6.3 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.	**3.6.3 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.	**3.6.3 Mentor Qualifications:** Mentors for residency/fellowship programs 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.	**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. **Faculty receive opportunities for mentoring to further their career.**	**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. Faculty receive opportunities for mentoring to further their career.

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 in easily accessible locations including programs' websites.**	**5.7 Outcomes Publication:** The program annually publishes outcomes data that communicates program performance indicative of participant achievement. Outcomes data must be published in easily accessible locations including programs' websites. Information shall

	Information shall be no more than one "click" away from the program's home webpage. At a minimum, programs publish: • **Program completion rate.** • **Program retention rate.**	be no more than one "click" away from the program's home webpage. At a minimum, programs publish: • Program completion rate. • Program retention rate.

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