

Change in Participant Positions Application Part 1

A program seeking to increase the number (3 or more) of planned participant positions requires prior approval to verify the support services continue to meet ABPTRFE Quality Standards.

A program submits a Change in Participant Positions Application Part 1 and non-refundable application fee a minimum of 45 days prior to the next ABPTRFE meeting. The completed application and documentation are reviewed and presented to the Board for initial approval. ABPTRFE notifies the program in writing within 30 days of the Board's action.

Within 60 days of receiving Part 1 approval, the program fully implements the additional participant positions and submits a Change in Participant Positions Application Part 2, including required documentation.

To demonstrate continued program compliance with ABPTRFE standards, process, and procedures, programs must provide clear and complete responses within this application as ABPTRFE does not have access to previous documentation submitted by the program.

Please note: The Change in Participant Positions Application Part 1 must be accessed and completed through ABPTRFE's Accreditation Management System. This paper format is provided to programs for reference purposes only.

Participant Positions

How many participant positions is the program currently accredited to enroll each academic year (*please review the program's profile on the [ABPTRFE Online Directory](#) to confirm the number of participant positions the program is currently accredited to enroll each academic year*)? Enter number.

Indicate the number of participant positions the program is seeking approval for: Enter number.

Quality Standards

2.1.1 **Program Structure (Clinical Programs):** 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.

Program Structure (Non-Clinical Programs): 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.

Describe how the program provides opportunities for participants to gain experience with a diverse and complex patient population (clinical programs) /experiential practice activities (non-clinical programs) as characterized by the DRP, DFP, or an ABPTRFE-approved analysis of practice.

Insert Response

- 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. 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.

Upload a copy of the [Faculty Qualifications Chart](#) as EXHIBIT 8 (Non-Clinical Programs) / EXHIBIT 9 (Clinical Programs).

- 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 8/9: Faculty Qualifications Chart]

- 3.6.2 **Qualifications (Clinical Programs):** 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.

- 3.6.2 **Qualifications (Non-Clinical Programs):** 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.

[In EXHIBIT 8/9: Faculty Qualifications Chart, list the academic credentials and/or relevant experience that qualifies each faculty and mentor to competently perform their assigned responsibilities and meet expectations of the program.]

3.6.3 **Mentor Qualifications (Non-Clinical Programs):** Mentors for residency/fellowship programs possess significant and current experience (minimum of 3 years) in the program's defined area of practice.

[See EXHIBIT 8: Faculty Qualifications Chart]

3.6.3 **Residency (Clinical Programs):** 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.

[See EXHIBIT 9: Faculty Qualifications Chart]

3.6.4 **Fellowship (Clinical Programs):** 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).

[See EXHIBIT 9: Faculty Qualifications Chart]

3.6.5 **Residency Program Mentors Qualifications (Clinical Programs):** 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 (Clinical Programs):** 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]

4.1 **Patient Population (Clinical Programs):** 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.

1. Describe whether the proposed change in participant positions will affect or change the program's target participant population.

Insert Response

2. 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

3. Describe how the program provides sufficient mentored clinical practice experiences for the most common diagnoses or impairments identified in the DRP or DFP.

Insert Response

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

Insert Response

Experiential Learning (Non-Clinical Programs): 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) or the Description of Fellowship Practice (DFP).

1. Describe whether the proposed change in participant positions will affect or change the program's target participant population.

Insert Response

2. Describe how the program assures there is a sufficient and varied experiential learning activities to meet the mission, goals, and outcomes.

Insert Response

3. Describe how the program provides sufficient mentored experiences for the defined area of practice as identified in the DRP or DFP.

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.

Describe the program's financial capacity to support the implementation of the proposed change in participant positions.

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.

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.

Please complete the following ABPTRFE teach-out commitment.

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

Description of Change

Provide a detailed narrative of the rationale for the change in participant positions: Insert narrative.

Describe whether the program’s practice sites are sufficient to accommodate an increase in participant positions: Insert narrative.

Provide a narrative describing how this substantive change supports the program’s mission: Insert narrative.

Describe whether this substantive change will impact the program’s future growth: Insert narrative.

Describe the program’s capacity to remain in compliance with ABPTRFE Quality Standards during the proposed change in participant positions: Insert narrative.

Provide the timeline for beginning and completing the proposed change in participant positions (*the change cannot be implemented prior to obtaining ABPTRFE approval through this Part 1 application*): Insert narrative.

Describe how the program director plans to assure adequate infrastructure, management, and administrative capacity to implement the change in participant positions: Insert narrative.

Program Affirmations

Accreditation is a voluntary, peer-review process. The program assumes the burden of proof in demonstrating compliance with ABPTRFE Quality Standards, processes, and procedures.

<input type="checkbox"/>	Voluntarily submits itself for review and decision by ABPTRFE;
<input type="checkbox"/>	Has reviewed the ABPTRFE Quality Standards, processes, and procedures;
<input type="checkbox"/>	Has an opportunity, as a part of the accreditation process, to demonstrate it meets all ABPTRFE Quality Standards and assumes the burden of proof to demonstrate this compliance;
<input type="checkbox"/>	Assumes the obligation to be honest, forthcoming, complete, and accurate in presenting information, answering prompts, and submitting information to ABPTRFE;
<input type="checkbox"/>	Voluntarily accepts responsibility to comply with ABPTRFE Quality Standards and fulfill all the obligations of an accredited program;
<input type="checkbox"/>	Agrees to remain in compliance with all requirements set forth in the ABPTRFE Quality Standards, processes, and procedures; and
<input type="checkbox"/>	Agrees to cooperate with ABPTRFE in all aspects of the accreditation process and the program acknowledges that accreditation information may be shared with other accrediting organizations and government entities in accordance with ABPTRFE processes and procedures and applicable federal and state laws and regulations.

Certification

I certify that all of the information contained in this Change in Participant Positions Application Part 1 is true and correct.

Last Updated: 12/29/2023
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