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Enjoy the latest edition of the RFESIG’s newsletter highlighting residency and fellowship education at the APTE & ACAAPT Educational Leadership Conference
RFESIG Leadership

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Nominating Committee Chair
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Nominating Committee
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Ryan Pontiff, PT, DPT, OCS, FAAOMPT

Scholarly Research Committee
Raine Osborne, PT, DPT, EdD, FAAOMPT

Communications Committee
Christina Gomez, PT, DPT, OCS, SCS, FAAOMPT, CSCS

A Virtual ELC

The annual RFESIG business meeting at ELC is now a podcast! Listen here to learn about what the RFESIG has been up to in 2020.

Which ELC presentations might be of interest to residency & fellowship educators? Click here or go to page 9.

RFESIG Elections

Nominate yourself or a colleague to join the RFESIG committee!

Open leadership positions —
Vice Chair
Membership Secretary
Nominating Committee
Communications Chair

Click here or go to page 7 for more information.

Award Season is Here!

Nominations are now being accepted for the following awards:

Nominations for the Distinguished Mentor in Residency/Fellowship Education award are due November 1st. Click here to nominate a mentor.

Nominations for Outstanding Physical Therapist Fellow and Outstanding Physical Therapy Resident are due December 1st. To nominate a fellow, click here. To nominate a resident, click here.
Featured R/F Research

Morgan Chapman, OTS; Emily Lehman, OTS; Lauren Pedersen, OTS; Anna Sibson, OTS; Jianqiu Xiao, OTS & Anna Domina, OTD, OTR/L

Purpose: The purpose of this sequential mixed methods study was to investigate occupational therapy fellowship and physical therapy residency directors’ perceptions of components of a successful residency program.

Methods: A pilot survey was administered to occupational therapy fellowship and physical therapy residency directors prior to the study. A 17-item self-report survey was used to gather fellowship and residency director perceptions on the success of their respective programs. Directors of approved occupational therapy fellowship programs and accredited physical therapy residency programs were invited to participate. Following completion of the survey, follow-up interviews were conducted to deepen the understanding of director perceptions. Quantitative data was entered into Statistical Package for the Social Sciences (SPSS) and descriptive statistics were conducted. Qualitative data underwent thematic analysis.

Results: Fellowship and residency director surveys (n=76) and interviews (n=7) highlighted program components that attributed to program success. While engagement in research was reported as only somewhat important, the other six components examined were rated as either important or very important. Research was not valued as highly as other components due to the nature of fellowship and residency programs and their focus on practical application of didactic components translating to clinical skill enhancement. Components not highlighted by the authors in the survey were then supplied by program directors in interviews: administration time, resident feedback, networking opportunities, rotation through the healthcare continuum, the opportunity to assist with teaching in an entry level program, and consistent feedback from mentors. Three themes emerged from interview data: importance of program components, fellow/resident characteristics, and program evaluation/changes.

Conclusion: While some differences between occupational therapy fellowship and physical therapy residency programs were found, there were more similar components that contributed to program and participant success. Further research is necessary for the continued development and quality assurance of fellowship and residency programs.

Have you or a colleague published a study or presented a poster related to residency or fellowship education?

Email an abstract to
Raine Osborne
rfeducationsig@gmail.com

Submissions are accepted on an ongoing basis
Translating Research into Practice

In the paper, *Best practices for occupational therapy fellowships and physical therapy residency programs: A mixed methods study*, Chapman and colleagues explore program directors’ perspective of what makes a successful occupational therapy fellowship or physical therapy residency program. Participating programs completed an online survey and a few programs also completed a follow up interview. Although the overall depth of the exploration was limited, a few interesting findings emerged. Mentoring and communication between mentor and learner were rated as being the most important components of a successful program while engagement in research was rated as the least important. The importance placed on mentoring is not surprising and aligns with other research findings and perspectives shared by residents and program faculty. The relatively low importance placed on research engagement is concerning, and may represent an important gap in current occupational therapy fellowship and physical therapy residency education. Interviewees cited a focus on clinical practice and lack of time as reasons for less emphasis on research. While these are valid and important considerations, the lack of understanding and engagement in clinical research by practicing rehabilitation professionals threatens both the adoption of current best evidence and the advancement of meaningful innovations in rehabilitation practice. By deemphasizing this important aspect of clinical practice, fellowship and residency programs send the message that clinicians should focus on applying current evidence as opposed to advancing the body of knowledge. The role of occupational therapy fellowship and physical therapy residency programs in training clinicians for current specialty practice versus preparing them to advance future practice deserves further attention in the literature.

**Calling all R/F Directors**

The Residency & Fellowship Research Collaborative recently launched the Residency Excellence & Value (REV) study. This APTA Academy of Education funded study aims to explore characteristics of excellence and value across all ABPTRFE residency programs. Invitations were recently sent to all residency programs (don’t forget to check your spam folder).

Want to learn more?

In podcast #4, the REV research team joined the RFESIG to discuss the study aims, the current scope of R/F literature, and future goals of the research team.

Click [here](#) to listen!
COVID-19 Bulletin

Our two-part special edition podcast on COVID-19

In collaboration with the ORF-SIG, the RFESIG discusses strategies and available resources for R/F programs during this unknown and constantly changing time with several leaders in residency & fellowship education, including Linda Csiza (APTA), Elaine Lonnemann (AAOMPT President), and Matt Haberl (ORF-SIG Chair).

- Part 1. Resources available for programs
- Part 2. Long-term effects on R/F education

ABPTRFE Updates

- Now available! Download the Core Competencies of a Physical Therapist Resident [here](#).

- ABPTRFE to begin the transition away from collecting data on Primary Health Conditions. All practice areas will move to use medical conditions consistent with the ABPTS and APTA’s Outcomes Registry. Learn more [here](#).

- Check out the changes to ABPTRFE’s Processes and Procedures that were established during their May 2020 meeting. Click [here](#).
The RFESIG’s
Think Tank Compendium
New Curriculum Resources!

Evidence Based Practice: Phillip Malloy, PT, PhD, has developed an online course to teach clinicians how to review disseminated research findings to then decide if the clinician should incorporate the findings into their own clinical practice. This course was designed as a didactic teaching tool for residents and fellows to meet the required learning dimensions for critical inquiry principles and methods for accredited residency and fellowship programs within the APTA. Check it out here.

Use of Technology: Trent Harrison, PT, DPT, OCS, FAAOMPT has developed a free educational platform that can be used to dramatically help Residency & Fellowship programs with tracking information, data, and also spreading educational resources. Click here to get started.

A Request for New Resources

The RFESIG is seeking new resources for the following RFESIG Think Tank areas:
- Resources for Program Administration: Accreditation Resources, Annual Report Resources, Program Tracking and Evaluation
- Resources for Program Curriculum: Curriculum Assessment & Evaluation Resources

Email rfeducationsig@gmail.com to contribute a resource & assist our R/F colleagues.
RFESIG Elections

The RFESIG is seeking nominations for the following positions:

**Vice Chair**

The Vice Chair assumes the duties of the Chairperson if the Chair is absent or incapacitated. This position also communicates with the Residency & Fellowship SIG representatives to the Academy's Conference Program Committee. The Vice Chair executes assignments as delegated by the Chair. Two year term.

**Membership Secretary**

The Membership Secretary develops, coordinates, and implements a strategic plan for the recruitment of new RFESIG members and for the retention of existing members. The Membership Secretary also maintains a current RFESIG Officer and membership roster. Two year term.

**Nominating Committee Member**

The Nominating Committee presents a slate of eligible candidates for each open position. They will contact all candidates to obtain written consent to serve. In their second year, they will serve as Nominating Committee Chair. Two year term.

Nominate yourself or a qualified member of the Academy for this service opportunity.

**Eligibility:** Consent to serve and an Academy member in good standing for one year. Elections will be held in the spring of 2021. Terms will begin on **July 1, 2021**.

Click [here](#) to download the *Consent to Serve* form.

Please submit the form by **December 1st** to Terry Dougherty at academy@aptaeducation.org.

Questions? Contact Cheri Hodges at chodges@atsu.edu.

We are also seeking recommendations for appointment of the **Communications Chair**. The Communications Chair, in collaboration with the RFESIG leadership, creates a quarterly newsletter to be distributed to the membership. They update the RFESIG website as needed, monitor the RFESIG email, and assist with podcast development. Two year term.

Please contact Cheri Hodges at chodges@atsu.edu if you are interested.
R/F SIG Corner

Pediatric RF SIG
APTA Academy of Pediatric Physical Therapy
Big News!! APTA Pediatrics approved the transition of our Residency and Fellowship Directors Committee to the Residency and Fellowship Special Interest Group (RF SIG) in August 2020. The purpose of the RF SIG is to provide a forum for residency/fellowship faculty including program directors, coordinators, and mentors with interest in promoting excellence in residency education. Anyone interested in pediatric residency and fellowship is welcome to join the group. We are still developing our social media platforms. Contact Jim Moore, PhD, PT @ jgmoore@miami.edu if you would like to learn more about the RF SIG or are interested in joining our group.

Residency & Fellowship SIG
APTA Academy of Neurologic Physical Therapy
We are continuing to forge ahead, despite COVID throwing a curveball to programs across the country. We have developed a COVID resource document with didactic resources, applicant sharing capabilities, updated ABPTRFE guidelines for residencies due to COVID, and a comprehensive list of updated neurological residencies. We also had a Zoom meeting with residency directors to discuss the possibility of a common offer date. Plans are to send out a survey to poll members to see if it is feasible to do this in 2021.

Cardiovascular & Pulmonary Residency Committee
Cardiovascular & Pulmonary Section

✧ CVP PT Residency Programs continue to grow: Currently, there are 8 Accredited CVP Residency programs and 1 Candidate program.

✧ Collaboration between programs increases: An official CVP Residency Liaison position was created in October 2019 as a connection between residency programs and the CVP Board Members. Programs continue to participate in a virtual monthly journal club initiated by VA Ann Arbor as well as share resources when appropriate.

✧ Residency Led Case Studies: Residents across programs have presented advanced case studies at CSM in 2019 and 2020 in a panel-based education session. This fall, in conjunction with the Academy of Cardiovascular & Pulmonary Physical Therapy, the CVP PT Residency Programs will offer a live virtual 2 CEU Credit case series on Tuesday October 6, 2020 from 7-9 EST. Residents will present interesting and complex cardiopulmonary patient cases with a panel of Cardiovascular & Pulmonary Clinical Specialists available for discussion and reflection. Details and registration available at cardiopt.org.
ELC Programming

The following educational sessions are either specific to residency and fellowship education or may be of interest to R/F faculty.

Please note that every effort was made to ensure accurate information regarding the time, date, and location for each session. However, all information is subject to change. It is recommended to consult the conference program for finalized information.

Friday, October 16th

The Time is Now: A Call to Advance Residency & Fellowship Research
Raine Osborne, PT, DPT, EdD; Gail M. Jensen, PT, PhD, FAPTA; Matt Briggs, PT, DPT, PhD, ATC; Julie A. Peterson, PT, DPT; Lisa Black, PT, DPT; Nicole Christensen, PT, PhD; Gregory W. Hartley, PT, DPT; Sara Virella Kraft, PT, DPT; Mary Jane K. Rapport, PT, DPT, PhD, FAPTA
12:00 pm - 1:00 pm EDT // Virtual LIVE (Synchronous)

Saturday, October 17th

Envisioning the Future of PT Education: Building Our Strategic Path Forward in the Second Century
Susan A. Appling, PT, DPT, PhD; Gail M. Jensen, PT, PhD, FAPTA; Steven Bryce Chesbro, PT, DPT, EdD; Donna L. Applebaum, PT, DPT; Deborah Sue Larsen, PT, PhD, FAPTA; Christopher R. Meachem, PT, DPT; Jean Fitzpatrick Timmerberg, PT, MHS, PhD
4:00 pm - 5:00 pm EDT // Virtual LIVE (Synchronous)

Sunday, October 18th

Closing the Loop: Providing Effective Student Feedback
Angela Mae Holland, PT, DPT, EdD; Ruth Ross
12:00 pm - 1:00 pm EDT // Virtual LIVE (Synchronous)
Sunday, October 18th (continued)

Clinical Education and Telehealth:
Strategies, Successes, Lessons Learned, and Ongoing Needs
Sarah A. Keller, PT, DPT; Thomas Dillon; Matthew Smith; Teresa L. Elliot-Burke, PT, DPT, MHS
3:00 pm - 4:00 pm EDT // Virtual LIVE (Synchronous)

RFESIG Featured Course
Residency/Fellowship Education SIG - Excellence in Residency Preparation:
Promoting DPT Student Professional Development
Jacquelyn M. Ruen, PT, DPT; Justin L. Staker, PT, PhD; Mason Richlen, SPT
4:00 pm - 5:00 pm EDT // Virtual LIVE (Synchronous)

Embrace: Enhancing Mindfulness, Professional Behavior, Resilience and Accountability in Clinical Education in Students with Stress and Anxiety
Carla F. Huggins; Sujay S. Galen, PT, PhD; Mallery Catherine Aiken, PT, DPT
5:00 pm - 11:55 pm EDT // Virtual Recorded - Asynchronous

The Clinical Instructor Toolkit: Supporting Clinical Teaching Across the Academies
Marisa Birkmeier; Lauren Ann Emmel, PT, DPT; Rhonda Ann Manning, PT, DPT;
Kathryn C. Nesbit, PT, DPT, DSc; Eydie A. Kendall, PT, PhD
5:00 pm - 11:55 pm EDT // Virtual Recorded - Asynchronous

The Pursuit of Perfection: A Pathway to Productivity or Burnout?
Michael Van Richardson, PT, DPT, DHSc; Evan V. Papa, PT, DPT, PhD;
Brandy Brewster Schwarz, PT, DPT, EdD
5:00 pm - 11:55 pm EDT // Virtual Recorded - Asynchronous

Use of a Self-Study Tool to Develop and Recognize Sites of Excellence in Clinical Education
Carol Recker-Hughes, PT, PhD; Jean Fitzpatrick Timmerberg, PT, MHS, PhD; Angela Stolfi, PT, DPT;
Deborah Pelletier; Ellen Wetherbee, PT, DPT
5:00 pm - 11:55 pm EDT // Virtual Recorded - Asynchronous
Sunday, October 18th (continued)

Using the Healthy Practice Initiatives to Enhance Student and Licensee Resilience
*Richard D. Woolf, PT, DPT; Michele Anne Thorman, PT, DPT, MBA; Jennifer Marie Nash*
5:00 pm - 11:55 pm EDT // Virtual Recorded - Asynchronous

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Poster/Platform Presentations

The following poster/platform presentations are either specific to residency and fellowship education or may be of interest to R/F faculty.
Please note that every effort was made to ensure accurate information regarding the time, date, and location for each presentation. However, all information is subject to change. It is recommended to consult the conference program for finalized information.

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Saturday, October 17th

Leveraging Positive Patient Expectations in Residency Education:
The Leader Model
1:40 am - 2:00 am EDT // Virtual Recorded - Asynchronous

Clinical Reasoning Consortium: Innovations in the Facilitation and Assessment of Clinical Reasoning
1:00 pm - 2:00 pm EDT // Virtual LIVE (Synchronous)

Reliability of Asynchronous Admissions Interviews
5:20 pm - 5:40 pm EDT // Virtual Recorded - Asynchronous

A Mixed Methods Comparison of Two Interventions to Impact Students’ Cultural Agility: A Pilot Study
8:00 pm - 8:20 pm EDT // Virtual Recorded - Asynchronous
Saturday, October 17th (continued)

Process Analysis: Setting Up Google Glass for Classroom Teaching of Clinical Behaviors
9:00 pm - 9:20 pm EDT // Virtual Recorded - Asynchronous

Effectiveness of Google Glass to Teach Clinical Behaviors in Physical Therapy Students
9:20 pm - 9:40 pm EDT // Virtual Recorded - Asynchronous

Millennials Treating Boomers: An Educational Strategy to Improve the Older Patient Experience
10:00 pm - 10:20 pm EDT // Virtual Recorded - Asynchronous

Sunday, October 18th

The Adult Learner: Case-Based vs. Experiential Learning Effectiveness
12:40 am - 1:00 am EDT // Virtual Recorded - Asynchronous

A New Model Representing the Practices of Exemplary Clinical Education Leaders
5:20 am - 5:40 am EDT // Virtual Recorded - Asynchronous

Differences in Perceived Interprofessional Support Amongst Physical Therapists Practicing in Inpatient Settings
8:00 pm - 8:20 pm EDT // Virtual Recorded - Asynchronous

Click [here](#) to register to attend.
Member Resources

- **RFESIG website** - Learn more about our SIG [here](#).
- **Our Hub Community** - Join us [here](#).
- **Think Tank Compendium** - Click [here](#) to access resources to enhance your residency or fellowship program. All APTA members have access to the Think Tank.
  
  **Please note:** The RFESIG Think Tank is an ongoing effort and will continue to review resources for inclusion in the Compendium. If you would like to share a resource with the Think Tank, please click [here](#).
  
  *We kindly ask that you cite the originating program for each resource that you incorporate into your R/F program.*

- **R/F Director & Coordinator Mentorship Program** - Click [here](#) to join the RFESIG’s mentorship program geared toward leaders of R/F programs.

Thank you to our members!
The RFESIG continues to grow and now has 298 members.

**Everyone is welcome!**
Invite residency and fellowship graduates, faculty, and program directors across all specialty areas to join our SIG.

Questions? Comments?

Contact us at rfeducationsig@gmail.com

("Whatever you do in life, surround yourself with smart people who'll argue with you.")-John Wooden