2024 PTAP Standard	2020 PTAP Standard
Program Leadership	
PL 1. Describe and demonstrate how the Program Director is accountable for ensuring that the program is consistently operationalized throughout all participating service lines and/or site(s).	None.
PL 2. Describe and demonstrate how the Program Director is accountable for orienting all key stakeholders.	**PL 3.** Describe and demonstrate how the Program Director is accountable for ensuring that all individuals supporting the program are appropriately orientated to the program.
PL 3. Describe and demonstrate how key stakeholders contribute to the program.	None.
PL 4. Describe and demonstrate how the Program Director has fiscal accountability for the program.	None.
PL 5. Describe and demonstrate how the Program Director advocates to executive leadership for material, financial, and programmatic workforce resources.	None.
PL 5 SD. Submit a written letter of support from the site or multi-site Chief of Nursing Officer describing how organization supports the program through material, financial, and programmatic workforce resources.	**PL SD 1.** Submit a written letter of support from a representative of executive leadership (e.g., CNO, Chief Medical Officer) stating how leadership within the organization supports the program through human, material, and financial resources.
PL 6. Describe and demonstrate how the Program Director is engaged in strategic planning for the fellowship program that aligns with the organizational strategic plan.	None.
PL 6 SD a. Submit the residency/fellowship strategic plan.	None.
PL 6 SD b. Submit the residency/fellowship organizational strategic plan.	None.
PL 7. Describe and demonstrate how the Program Director and executive leadership engage in succession planning for the Program Director role.	None.

Program Goals and Outcome Measures (PG/OM)	
PG/OM 1. Describe and demonstrate how the Program Director identifies program goals and outcome measures.	**QO 1.** Describe and demonstrate how the Program Director and leadership team identify quality outcome measures for the program.

PG/OM 1 SD a. Submit five program goals in SMART goal format with associated outcome measures and data for each the following categories:
For each goal, include:
- A brief description of the outcome measure,
- A target benchmark, and
- Aggregate outcome measure data representing 24 months of data prior to self-study submission or from initiation of program to self-study submission for new programs operating less than 24 months.
    <u>Required categories:</u>
    1. Leader Professional Development
    2. Learner Competency
    3. Self-Reported Measure (learner focused)
    4. Key Stakeholder Evaluation
    5. Financial
    <u>Optional category:</u>
    6. Patient Outcomes
	QO SD 1. Submit a list of program goals (in SMART goal format) and associated quality outcomes. List must include a brief description of the outcome measures, target benchmarks, and aggregate data evaluated over the past 18 months, or from initiation of program to present if less than 18 months.
	1. Nursing professional development
	2. Practice-based knowledge, skills, and attitudes
	3. Self-reported
	4. Financial
	<u>Optional category:</u>
	5. Patient outcomes

PG/OM 2. Describe and demonstrate how the Program Director or designee evaluates and analyzes trends in outcome measures data identified in PG/OM 1 SD.	None.
PG/OM 3. Describe and demonstrate how outcome measures identified in PG/OM 1 SD are shared with key stakeholders.	**QO 3.** Describe and demonstrate how outcome data are shared with stakeholders.
PG/OM 4. Describe and demonstrate how the program is revised based on outcome measures to achieve program goals identified in PG/OM 1 SD.	**QO 2.** Describe and demonstrate how the program is revised based on quality outcomes in order to achieve program goals.

Organizational Enculturation	
OE 1. Describe and demonstrate how learners are appropriately oriented to the program.	**OE 2.** Describe and demonstrate how residents/fellows are appropriately orientated to the program (e.g., program goals, individual goals, timeline, curriculum).
OE 1 SD a. Submit an outline of the program orientation.	**OE SD 2.** Submit an outline of the program orientation.
OE 2. Describe and demonstrate how learners are introduced to the *ANA Scope and Standards of Practice* (or international equivalent) and applicable practice setting scope and standards of practice.	**OE 3.** Describe and demonstrate how residents/fellows are introduced to the applicable professional scope and standards of practice (e.g., ANA Nursing Scope and Standards of Practice, specialty standards, or consensus-based competencies).
OE 2 SD a. Submit a reference list (in APA format) for all scope and standards of practice utilized within the program.	None.
OE 3. Describe and demonstrate the strategies used to assimilate learners into participating site(s) and practice setting(s).	**OE 4**. Describe and demonstrate how residents/fellows are assimilated into the organization.
Development and Design	
DD 1. Describe and demonstrate how the evaluation tool used to assess the learner's competency integrates the *ANA Scope and Standards of Practice* (or international equivalent) and applicable practice setting scope and standards of practice.	**DD6.** Describe and demonstrate how competency assessment tools integrate the appropriate scope and standards of practice (or consensus-based competencies) in applicable practice area(s) and national competencies (i.e., QSEN, IOM, NONPF, etc.).
DD 2. Describe and demonstrate how the learner is given time to reflect and incorporate formative and summative feedback.	**PBL 3.** Describe and demonstrate how the resident/fellow is given time to reflect and incorporate feedback when not meeting competencies.
DD 3. Describe and demonstrate how a gap in learner competency is identified by the preceptor.	None.
DD 4. Describe and demonstrate the remediation process when a gap in learner competency is identified.	**PBL 2.** Describe and demonstrate how remediation is incorporated into the program when a resident/fellow is not successful in competency attainment.

DD 1-4 SD a. Submit the evaluation tool used to assess learner competency for each participating practice setting. *Note: Tools must integrate the ANA Scope and Standards of Practice (or international equivalent) and applicable practice setting scope and standards of practice.*	**DD SD 5.** Submit, for each workplace setting in the program, competency assessment tool(s) used to evaluate residents'/fellows' competencies.
DD 1-4 SD b. Submit one completed example of all tools for one learner that demonstrates formative feedback and summative feedback over the course of the program.	**DD SD 5a.** Submit a completed competency assessment tool and all evaluation records from one resident/fellow demonstrating a longitudinal evaluation process.
DD 5. Describe and demonstrate how the program curriculum is developed and maintained to address competencies.	**DD 7.** Describe and demonstrate how the program curriculum is developed to address the competencies expected of the resident/fellow.
DD 5 SD a. Submit an outline of the program curriculum, including both general and practice-setting specific curriculum.	**DD SD 1.** Submit an outline of the program curriculum including all specialties (if applicable).
DD 6. Describe and demonstrate how interprofessional team members are integrated into the program.	None.
DD 7. Describe and demonstrate how the Program Director or designee selects faculty based on their expertise in adult education, program development, and/or content.	**DD 1.** Describe and demonstrate how the Program Director or designee selects faculty based on their expertise in adult education, program development, and/or content expertise.
DD 8. Describe and demonstrate how the Program Director or designee evaluates faculty.	**DD 2.** Describe and demonstrates how the Program Director or designee evaluates faculty.
DD 8 SD a. Submit tool(s) used to evaluate the performance of faculty.	**DD SD 2.** Submit tool(s) used to evaluate the performance of individuals developing and delivering curriculum.
DD 8 SD b. Submit a completed example of all tools provided for one faculty member.	**DD SD 2a.** Submit a completed example of all tools provided in DD SD 2 for one individual.
DD 9. Describe and demonstrate how the Program Director or designee selects preceptors.	**DD 3.** Describe and demonstrate how the Program Director or designee selects individuals (i.e., preceptors) responsible for validating competencies.
DD 10. Describe and demonstrate how the Program Director or designee educates preceptors on how to assess, validate, and remediate competency of learners.	**DD 4.** Describe and demonstrate how the Program Director or designee educates individuals (i.e., preceptors) responsible for validating competency assessment for residents/fellows.

DD 10 SD a. Submit the curriculum outline used to educate preceptors.	**DD SD 3.** Submit the curriculum outline for the program used to prepare individuals (i.e., preceptors) evaluating resident/fellow performance in the practice setting(s).
DD 11. Describe and demonstrate how the Program Director or designee evaluates preceptors.	**DD 5.** Describe and demonstrates how the Program Director or designee evaluates individuals (i.e., preceptors) responsible for validating competency for assessment for residents/fellows.
DD 11 SD a. Submit tool(s) used by the Program Director or designee to evaluate preceptor(s).	**DD SD 4.** Submit tool(s) used to evaluate the performance of individuals (i.e., preceptors) evaluating resident/fellow performance in the practice setting(s).
DD 11 SD b. Submit a completed example of all tools for one preceptor.	**DD SD 4a.** Submit a completed example of all tools provided in DD SD 4 for one individual.
DD 12. Describe and demonstrate how the learner evaluates the preceptors.	None.
DD 12 SD a. Submit tool(s) used by the learner to evaluate preceptors.	None.
DD 12 SD b. Submit a completed example of all tools for one preceptor.	None.
Practice Based Learning	
PBL 1. Describe how mentorship is integrated throughout the program and demonstrate how the learner engages in a mentor/mentee relationship.	**PBL 4.** Describe and demonstrate how mentorship is integrated into the program to facilitate professional development and lifelong learning.
PBL 2. Describe how peer support is integrated throughout the program and demonstrate how the learner engages in peer support.	**PBL 5**. Describe and demonstrate how peer support is integrated into the program.
PBL 3. Describe how learner well-being initiatives are integrated throughout the program and demonstrate how the learner applies this acquired knowledge.	**PBL 6.** Describe and demonstrate how resident/fellow well-being is integrated into the program.
PBL 4. Describe how the concept of professionalism is integrated throughout the program and demonstrate how the learner applies this acquired knowledge in the practice setting.	None.

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PBL 5. Describe how the concept of time management is integrated throughout the program and demonstrate how the learner applies this acquired knowledge in the practice setting.	**PBL 7.** Describe and demonstrate how the development and application of time management strategies is integrated into the program.
PBL 6. Describe how the concept of communication is integrated throughout the program and demonstrate how the learner applies this acquired knowledge in the practice setting.	**PBL 8**. Describe and demonstrate how the development and application of communication skills is integrated into the program.
PBL 7. Describe how the concept of critical thinking is integrated throughout the program and demonstrate how the learner applies this acquired knowledge in the practice setting.	**PBL 9.** Describe and demonstrate how the development and application of critical thinking is integrated into the program.
PBL 8. Describe how the concept of ethics is integrated throughout the program and demonstrate how the learner applies this acquired knowledge in the practice setting.	**PBL 10.** Describe and demonstrate how the development and application of ethical decision-making in the practice setting is integrated into the program.
PBL 9. Describe how the concept of interprofessional teaming is integrated throughout the program and demonstrate how the learner applies this acquired knowledge in the practice setting.	**PBL 11.** Describe and demonstrate how the development and application of working as a member of an interprofessional team is integrated into the program.
PBL 10. Describe how the concept of social determinants of health is integrated throughout the program and demonstrate how the learner applies this acquired knowledge in the practice setting.	None.