

ANCC PTAP 2020 Standards Alignment to 2016 Standards

***Note:** This crosswalk is a quick reference guide to map the similarities between standards in the 2016 and 2020 manuals; as such, it **does not** capture all changes incorporated into the 2020 PTAP Application Manual. All applicants should download, review, and use the 2020 PTAP Application Manual in its entirety as it outlines procedures and standards that will be used to evaluate transition to practice programs through the accreditation review.

2020 Standards		2016 Standards Alignment/Similarities	
		<i>Chapter 3: Single Site</i>	<i>Chapter 4: System (Multi-site)</i>
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 sufficient human, material, and financial resources.	PL 6.	PL 7.
PL SD 2.	Submit a list of organizational committees on which the Program Director or a designee serves representing the program.	PO 8.	PO 10.
PL 1.	Describe and demonstrate how the Program Director functions as a leader to all key stakeholders involved in the program.	PL 3.	PL 3.

PL 1a.	(Required for multi-site programs.) Describe and demonstrate how the Program Director is accountable for SCCs, if used, in operationalizing the program. If SCCs are not used, describe and demonstrate how the Program Director is accountable to ensure that the program is consistently operationalized throughout all participating sites.	N/A	PL 4.
PL 2.	Describe and demonstrate how the Program Director evaluates the program and determines the learning needs of the residents/fellows.	PL 1.	PL 1.
PL 3.	Describe and demonstrate how the Program Director is accountable for ensuring that all individuals supporting the program are appropriately oriented to the program (e.g., its operations, goals, resources, expectations).	PL 2.	PL 2.
PL 4.	Describe and demonstrate how the Program Director or designee advocates for the residency/fellowship through participation in organizational committees. (For multi-site programs, include both organization-level and system-level committees.)	N/A (New Standard)	N/A (New Standard)
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.	PO 4.	PO 6.
QO 1.	Describe and demonstrate how the Program Director and	N/A (New Standard)	N/A (New Standard)

	leadership team identify quality outcome measures for the program.		
QO 2	Describe and demonstrate how the program is revised based on quality outcomes in order to achieve program goals.	QO 3.	QO 3.
QO 3	Describe and demonstrate how outcome data are shared with stakeholders.	QO 4.	QO 4.
OE SD 1.	Submit the mission, vision, and/or values of the organization.	PO 9.	PO 11.
OE SD 2	Submit an outline of the program orientation.	PO 11.	PO 13.
OE 1.	Describe and demonstrate how goals of the program are aligned with the mission, vision, and/or values of the organization.	OE 1.	OE 1.
OE 2.	Describe and demonstrate how residents/fellows are appropriately oriented to the program (e.g., program goals, individual goals, timeline, curriculum).	OE 2.	OE 2.
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 of practice, or consensus-based competencies).	OE 2.	OE 2.

OE 4.	Describe and demonstrate how residents/fellows are assimilated into the organization.	OE 3.	OE 3.
DD SD 1.	Submit an outline of the program curriculum including all specialties (if applicable).	PO 17.	PO 19.
DD SD 2.	Submit tool(s) used to evaluate the performance of individuals developing and delivering curriculum.	PO 12a.	PO 14a.
DD SD 2a.	Submit a completed example of all tools provided in DD SD 2 for one individual.	N/A (New Standard)	N/A (New Standard)
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).	PO 14.	PO 16.
DD SD 4.	Submit tool(s) used to evaluate the performance of individuals (i.e., preceptors) evaluating resident/fellow performance in the practice-based learning environment.	PO 13a.	PO 15a.
DD SD 4a.	Submit a completed example of all tools provided in DD SD 4 for one individual.	N/A (New Standard)	N/A (New Standard)
DD SD 5.	Submit, for each workplace setting in the program, competency assessment tool(s) used to evaluate residents'/fellows' competencies.	PO 18.	PO 20.
DD SD 5a.	Submit a completed competency assessment tool and all evaluation records from one resident/fellow demonstrating a	PO 18a.	PO 20a.

	longitudinal evaluation process.		
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 1.	DD 1.
DD 2.	Describe and demonstrate how the Program Director or designee evaluates faculty.	N/A (New Standard)	N/A (New Standard)
DD 3.	Describe and demonstrate how the Program Director or designee selects individuals (i.e., preceptors) responsible for validating competencies.	N/A (New Standard)	N/A (New Standard)
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 3.	DD 3.
DD 5.	Describe and demonstrate how the Program Director or designee evaluates individuals (i.e., preceptors) responsible for validating competency assessment for residents/fellows	DD 3.	DD 3.
DD 6.	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 7.	DD 7.
DD 7.	Describe and demonstrate how the program curriculum is	N/A (New Standard)	N/A (New Standard)

	developed to address the competencies expected of the resident/fellow.		
DD 8.	Describe and demonstrate how the Program Director or designee incorporates multimodal teaching-learning strategies that are appropriate for individual learners and/or specific content.	PBL 8.	PBL 8.
DD 9.	Describe and demonstrate how the incremental goals are incorporated through a longitudinal process to evaluate residents'/fellows' attainment of competencies.	N/A (New Standard)	N/A (New Standard)
PBL 1.	Describe and demonstrate how a longitudinal plan for each resident/fellow is customized to the individual when a gap in knowledge, skill, or attitude is identified at the point of practice	PBL 3.	PBL 3.
PBL 2.	Describe and demonstrate how remediation is incorporated into the program when a resident/fellow is not successful in competency attainment.	N/A (New Standard)	N/A (New Standard)
PBL 3.	Describe and demonstrate how the resident/fellow is given time to reflect and incorporate feedback when not meeting competencies.	PBL 4.	PBL 4.
PBL 4.	Describe and demonstrate how mentorship is integrated into the program to facilitate professional development and lifelong learning.	PBL 6.	PBL 6.

PBL 5.	Describe and demonstrate how peer support is integrated into the program.	PBL 7.	PBL 7.
PBL 6.	Describe and demonstrate how resident/fellow well-being is integrated into the program.	N/A (New Standard)	N/A (New Standard)
PBL 7.	Describe and demonstrate how the development and application of time-management strategies is integrated into the program.	PBL 11.	PBL 11.
PBL 8.	Describe and demonstrate how the development and application of communication skills is integrated into the program.	PBL 12.	PBL 12.
PBL 9.	Describe and demonstrate how the development and application of critical thinking is integrated into the program.	PBL 13.	PBL 13.
PBL 10.	Describe and demonstrate how the development and application of ethical decision-making in the practice setting is integrated into the program.	PBL 14.	PBL 14.
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 15.	PBL 15.