![ANCC American Nurses Credentialing Center Accreditation logo]
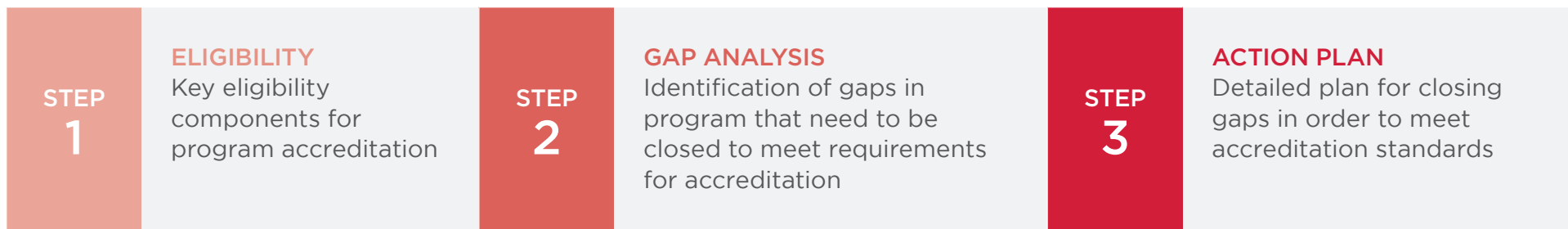
PRACTICE TRANSITION
ACCREDITATION
PROGRAM®

READINESS BUNDLE

As you prepare to pursue accreditation of your RN Residency/Fellowship program, we recommend completing the tools in the readiness bundle to aid in identification of gaps in your program. This analysis will reveal opportunities for program improvement, which will lead to action plan development and the best chance for accreditation success.

Additionally, we recommend completing this review annually in your strategic planning for program revisions.

| STEP 1 | **ELIGIBILITY**
Key eligibility components for program accreditation | STEP 2 | **GAP ANALYSIS**
Identification of gaps in program that need to be closed to meet requirements for accreditation | STEP 3 | **ACTION PLAN**
Detailed plan for closing gaps in order to meet accreditation standards |

ELIGIBILITY CRITERIA

Is my RN Residency/Fellowship program eligible for ANCC PTAP accreditation?

CATEGORY: PROGRAM

The program is an organized, time- or competency-bound, and consistently conducted in all sites and practice settings during which RNs may acquire and demonstrate the knowledge and skills to deliver safe and quality care. Components may include but are not limited to:

COMPONENT	EXAMPLE	COMMENTS
☐ **Orientation** (see glossary)	Organization orientation, RN specific orientation, onboarding structured time.	
☐ **Didactic/ Classroom**	Classroom setting introduction, online courses, seminars.	
☐ **Simulation**	Creation of patient scenario intended to teach the learner a specific skill or set of skills. For example: therapeutic communication or myocardial infarction.	
☐ **Organizational Enculturation**	Specific practices and expectations of the learner's role with patients, safety, or key processes in the organization.	
☐ **Practice-Based Learning** (see glossary)	Learning done in the clinical or work setting with a preceptor or other experienced professional. Working with specific patient populations, diagnosis, etc.	

CATEGORY: PROGRAM DIRECTOR

One individual who serves as Program Director and is accountable for ensuring program compliance with the standards.

PROGRAM DIRECTOR REQUIREMENTS	COMMENTS
☐ Is a current RN licensed professional.	
☐ Possesses a graduate degree or higher (either the baccalaureate or graduate degree must be in nursing or an international equivalent).	
☐ Has education experience in adult learning principles.	
☐ Maintains accountability and oversight of all participating sites/practice settings.	
☐ Serves as primary point of contact for the program.	
☐ Maintains accountability for the education design process (development, design, implementation, and evaluation) of the program.	

CATEGORY: PROGRAM TYPE

RN Residency/RN Fellowship

PROGRAM REQUIREMENTS	EXAMPLE
☐ **RN Residency program is designed for newly licensed RNs with less than 12 months experience.**	A six-month curriculum including orientation, performance opportunities in the practice setting, and additional seminars for professional development.
☐ **RN Fellowship program is designed for experienced licensed RNs with 6 months or more nursing experience.**	
☐ **RN Residency has a duration of at least six months.**	
☐ **May include orientation; must include practice-based learning and supplemental activities to promote professional development.**	

COMMENTS

CATEGORY: LEARNER(S) & COHORT

Program Director ensures learners in the program meet the requirements.

LEARNER(S) REQUIREMENTS

- [ ] Graduated from accredited nursing program.

- [ ] Current unencumbered license (or international equivalent) as an RN.

- [ ] Must be paid at least minimum wage requirements as part of employment.

- [ ] Cannot be required to pay to participate in program.

PROGRAM DIRECTOR REQUIREMENTS

- [ ] Program Director must verify that a minimum of one learner has completed the program before applying for accreditation.

COHORT REQUIREMENTS

- [ ] Minimum of one learner who has completed entire program.

- [ ] Indicate total number of learners who have participated in the program in the previous 12 months for each eligible site and practice setting.

COMMENTS

CATEGORY: SITE(S)

Program Director must identify participating sites when applying.

SINGLE SITE (see glossary)	MULTI-SITE (see glossary)	SITE COORDINATOR(S) (SC) (see glossary)
☐ **Program has one location with single or multiple practice settings.**	☐ **Program has multiple locations at more than one address and may have more than one practice setting. The maximum size of an accreditable program is up to 30 sites.**	☐ <u>Required</u> for *multisite, multi-practice setting programs with 11 sites or larger*. Each site <u>must</u> have a Site Coordinator (SC). The SC must have a direct or dotted line of authority to the Program Director. The Program Director <u>may not</u> be a Site Coordinator
	☐ **A minimum of one learner must have completed the program at each site within 24 months (new applicant) or 48 months (reaccrediting applicant) prior to application submission.**	(Optional for multisite, multi-practice setting programs with 2-10 sites and multisite, single practice setting programs. The PD <u>may</u> be a Site Coordinator.)
	☐ **The Program Directors knows what site(s) the program is being conducted in. Each site has had a learner complete the program. If the site has not has a learner complete the program the site is not eligible at this time.**	☐ **Must maintain a current, valid license as an RN, hold a baccalaureate degree or higher in nursing, and have education and/or experience in adult learning principles.**

COMMENTS

CATEGORY: PRACTICE SETTING(S)

Program Director identifies participating practice settings where the program is operationalized.

PRACTICE SETTING(S): The area in which an RN practices the nursing profession.

SPECIALTY(IES)/SERVICE LINE(S) REQUIREMENTS

- [ ] Clinical environment or may include leadership, management, research, and other areas.

- [ ] Standardized educational design across all sites and specialties.

ADDITIONAL REQUIREMENTS

- [ ] Complete one program cohort in all participating practice settings.

- [ ] Maintain program structures and processes in all participating practice settings.

- [ ] Maintain single Program Director oversight and accountability in all participating practice settings.

- [ ] A minimum of one learner must have completed the program in each practice setting within a 24-month time frame (or within a 48-month time frame for reaccrediting applicants) prior to application submission.

- [ ] The Program Directors knows what practice setting(s) the program is being conducted in. Each practice setting has had a learner complete the program. If the practice setting has not has a learner complete the program the site is not eligible at this time.

PRACTICE SETTING COORDINATORS (PSC) — (see glossary)

- [ ] Required for *multisite, multi-practice setting programs*: Each eligible practice setting has a Practice Setting Coordinator (PSC) with a direct or dotted line of authority to the Program Director.
  (Optional for single site, multi-practice setting programs)

- [ ] Must be licensed RN, hold a baccalaureate degree or higher in nursing, and have education and/or experience in adult learning principles.

- [ ] This role is to coordinate the practice setting curriculums across all sites within the program to ensure consistency.

COMMENTS

CATEGORY: COMPLIANCE

Program Director maintains oversight of program compliance.

PROGRAM DIRECTOR MUST ENSURE	COMMENTS
☐ Disclosure of previous program denials, suspensions, or revocation of any ANCC credential or any other accrediting bodies.	
☐ Compliance with ANCC PTAP requirements of accreditation.	
☐ Compliance with all regulation bodies that pertain to ability of site(s) and specialty(ies) to meet PTAP requirements.	
☐ Compliance with regulation bodies pertaining to equal opportunity employment.	
☐ Compliance with all laws and regulations and must not be excluded or barred by federal law.	

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GAP ANALYSIS TOOL

INSTRUCTIONS

The Gap Analysis tool should help you identify missing components or areas to improve upon as you begin your journey to accreditation. Program domains and focus points are listed to aid in your review, and space is provided to include gap details as well. As you investigate the details of your gap, you will notice the tool uses a "structure" or "curriculum" flag. This flag will assist you as you move to your action plan phase. You'll be able to consider whether this gap requires a structure change, which may involve a multitude of stakeholders and financial resources, or is it a curriculum gap in which the Program Director has the authority to implement changes quickly?

PROGRAM LEADERSHIP

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS	IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program Director has roles and responsibilities throughout the program. Focus points include: ▶ Fiscal accountability ▶ Advocation for resources ▶ Strategic planning ▶ Succession planning ▶ *Multisite program:* Meet regularly with the system's highest-ranking nursing leader to report on program	☐ YES ☐ NO	Structure ☐ YES ☐ NO Curriculum ☐ YES ☐ NO Other ☐ YES ☐ NO NOTES		
Program operationalized consistently throughout all sites and/or practice setting(s). For *multi-site and multi-practice setting* programs, must have a quality assurance process (see manual definition and process)	☐ YES ☐ NO	Structure ☐ YES ☐ NO Curriculum ☐ YES ☐ NO Other ☐ YES ☐ NO NOTES		
Orientation of stakeholders involved in the program.	☐ YES ☐ NO	Structure ☐ YES ☐ NO Curriculum ☐ YES ☐ NO Other ☐ YES ☐ NO NOTES		

PROGRAM GOALS & OUTCOMES MEASURES

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS		IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program SMART goals and outcome measures Focus categories include: ▶ Learner professional development ▶ Learner competency ▶ Self-reported measure (learner focused) ▶ Stakeholder evaluation ▶ Financial	☐ YES ☐ NO	Structure Curriculum Other NOTES	☐ YES ☐ NO ☐ YES ☐ NO ☐ YES ☐ NO		
Program revised based on outcome measures to achieve program goals.	☐ YES ☐ NO	Structure Curriculum Other NOTES	☐ YES ☐ NO ☐ YES ☐ NO ☐ YES ☐ NO		
Outcome measures shared with key stakeholders.	☐ YES ☐ NO	Structure Curriculum Other NOTES	☐ YES ☐ NO ☐ YES ☐ NO ☐ YES ☐ NO		

STEPS TO APPLY

APPLICATION PROCESS

ACCREDITATION REVIEW CHECKLIST

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READINESS BUNDLE

ORGANIZATIONAL ENCULTURATION

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS	IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Learner assimilation Focus points include: ▶ Program orientation ▶ Participating site(s) and practice setting(s)	☐ YES ☐ NO	Structure ☐ YES ☐ NO Curriculum ☐ YES ☐ NO Other ☐ YES ☐ NO NOTES		
Learner scope and standards introduction Focus points include: ▶ ANA Scope and Standards of Practice (or international equivalent) ▶ Practice setting scope and standards of practice	☐ YES ☐ NO	Structure ☐ YES ☐ NO Curriculum ☐ YES ☐ NO Other ☐ YES ☐ NO NOTES		

DEVELOPMENT & DESIGN

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program competency infrastructure Focus points include: ▶ Learner evaluation competency tools ▶ Competency formative and summative feedback ▶ Competency gap identification ▶ Competency gap identification	☐ YES ☐ NO	Structure Curriculum Other NOTES	☐ YES ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO		
Program competency curriculum Focus points include: ▶ Competency development ▶ General competencies ▶ Practice setting competencies	☐ YES ☐ NO	Structure Curriculum Other NOTES	☐ YES ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO		
Interprofessional team members are integrated into the program. Program faculty Focus points include: ▶ Faculty selection ▶ Faculty evaluation	☐ YES ☐ NO	Structure Curriculum Other NOTES	☐ YES ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO		

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DEVELOPMENT & DESIGN CONTINUED

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program preceptors Focus points include: ▶ Preceptor selection ▶ Preceptor education ▶ Preceptor evaluation (by program director/ designee and by learner)	☐ YES ☐ NO	Structure Curriculum Other NOTES	☐ YES ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO		

PRACTICE-BASED LEARNING

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Supportive guidance Focus points include: ▶ Mentorship ▶ Peer support ▶ Interprofessional teaming	☐ YES ☐ NO	Structure Curriculum Other NOTES	☐ YES ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO		

PRACTICE-BASED LEARNING CONTINUED

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Learner well-being is incorporated in the program.	☐ YES ☐ NO	Structure Curriculum Other NOTES	☐ YES ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO		
Professionalism is integrated in the program.	☐ YES ☐ NO	Structure Curriculum Other NOTES	☐ YES ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO		
Practice setting learning Focus points include: ▶ Communication ▶ Critical thinking ▶ Ethics ▶ Time management	☐ YES ☐ NO	Structure Curriculum Other NOTES	☐ YES ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO		

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PRACTICE-BASED LEARNING CONTINUED

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS	IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Social determinants of health are integrated throughout the program.	☐ YES ☐ NO	Structure ☐ YES ☐ NO Curriculum ☐ YES ☐ NO Other ☐ YES ☐ NO NOTES		

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