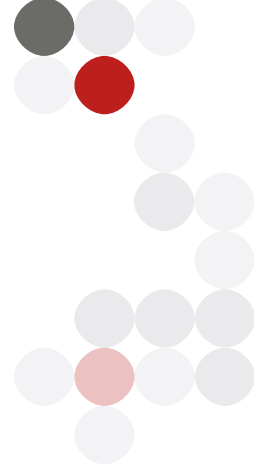


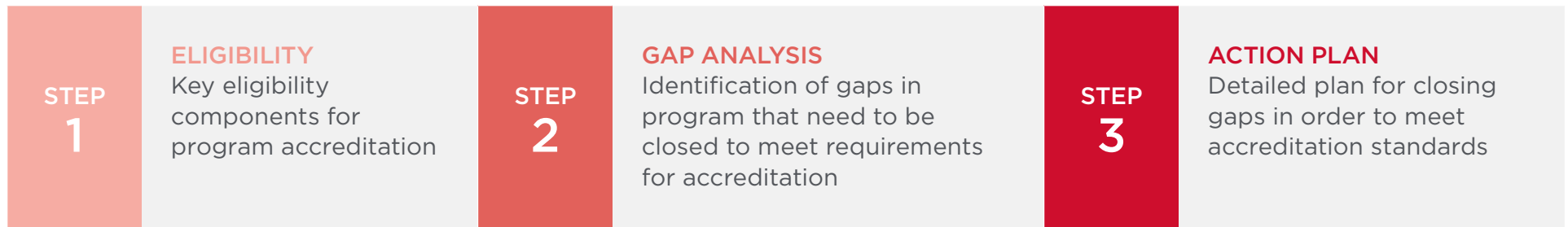


READINESS BUNDLE



As you prepare to pursue accreditation of your APP 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.



ELIGIBILITY CRITERIA

Is my APP fellowship program eligible for accreditation?

CATEGORY: PROGRAM

The program is an organized, time- or competency-bound, and consistently conducted in all sites and specialty(ies)/service line(s) during which PAs and/or APRNs 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, APRN/PA 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 PA or APRN licensed professional.	
Possesses a national or international certification as PA or APRN.	
Has education experience in adult learning principles.	
Maintains accountability and oversight of all participating sites/specialties.	
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

APP Fellowship

PROGRAM REQUIREMENTS	EXAMPLE
<p>Is designed for PAs and/or APRNs.</p> <hr/> <p>Has a duration of at least <u>nine months</u>.</p> <hr/> <p>May include orientation; must include practice-based learning and supplemental activities to promote professional development.</p>	<p>A nine-month curriculum including orientation, performance opportunities in the workplace setting, and additional seminars for professional development.</p>

COMMENTS

CATEGORY: LEARNER(S) & COHORT

Program Director ensures learners in the program meet the requirements.

LEARNER(S) REQUIREMENTS

Graduated from accredited PA or APRN program.

Current license as PA or APRN.

Hold national certification as PA or APRN.

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

Cannot be required to pay to participate in program.

COMMENTS

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.

CATEGORY: SITE(S)

Program Director must identify participating sites when applying.

SINGLE SITE (see glossary)	MULTI-SITE (see glossary)	SITE(S)/SERVICE LINE(S)COORDINATOR(S) (SLC) (see glossary)
<p>Program has one location with single or multiple specialties/service lines.</p>	<p>Program has multiple locations at more than one address and may have more than one specialty/service line.</p> <hr/> <p>A minimum of one learner must have completed the program at each site within 24 months prior to application submission.</p>	<p>Must maintain a license and certification as PA or APRN and have education or experience in adult learning principles.</p>

COMMENTS

CATEGORY: SPECIALTY(IES)/SERVICE LINE(S)

Program Director identifies participating specialty(ies)/service line(s) where the program is operationalized.

SPECIALTY: The area in which a PA or an APRN in a fellowship program practices.

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.

SPECIALTY(IES) REQUIREMENTS

Complete one program cohort in all participating specialties.

Maintain program structures and processes in all participating specialties.

Maintain single Program Director oversight and accountability in all participating specialties.

A minimum of one learner must have completed each specialty in the program within a 24-month time frame prior to application submission.

SPECIALTY COORDINATOR(S) (SC) — OPTIONAL (see glossary)

The role may be utilized and ensure program consistency.

Must be licensed PA or APRN with certification and have education or experience in adult learning principles.

COMMENTS

CATEGORY: COMPLIANCE

Program Director maintains oversight of program compliance.

PROGRAM DIRECTOR MUST ENSURE

Disclosure of previous program denials, suspensions, or revocation of any ANCC credential or any other accrediting bodies.

Compliance with APPFA requirements and standards

Compliance with all regulation bodies that pertain to ability of site(s) and specialty(ies) to meet APPFA 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.

COMMENTS



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

APPFA DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program Director has roles and responsibilities throughout the program. Focus points include: <ul style="list-style-type: none"> ● Fiscal accountability ● Advocation for resources ● Strategic planning ● Succession planning 	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Program operationalized consistently throughout all sites and/or specialties/ service lines.	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Orientation of stakeholders involved in the program.	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				

PROGRAM GOALS & OUTCOMES MEASURES

APPFA DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program SMART goals and outcome measures Focus categories include: <ul style="list-style-type: none"> ● Learner professional development ● Learner competency ● Self-reported measure (learner focused) ● Key stakeholder evaluation ● Financial 	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
	NOTES					
Program operationalized consistently throughout all sites and/or service lines.	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
	NOTES					
Orientation of stakeholders involved in the program.	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
	NOTES					

ORGANIZATIONAL ENCULTURATION

APPFA DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Learner assimilation Focus points include: <ul style="list-style-type: none"> ● Program orientation ● Specialty standards of practice introduction 	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Learner regulatory introduction Focus points include: <ul style="list-style-type: none"> ● State and regulatory requirements ● Credentialing and privileging ● Legal requirements 	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Introduction to provider performance metrics.	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				

DEVELOPMENT & DESIGN

APPFA DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program competency infrastructure Focus points include: <ul style="list-style-type: none"> ● Learner evaluation competency tools ● Competency formative and summative feedback ● Competency gap identification 	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Program competency curriculum Focus points include: <ul style="list-style-type: none"> ● Competency development ● General competencies ● Specialty competencies 	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Interprofessional team members are integrated into the program. Program faculty Focus points include: <ul style="list-style-type: none"> ● Faculty selection ● Faculty evaluation 	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				

DEVELOPMENT & DESIGN CONTINUED

APPFA DOMAIN REQUIREMENT	GAP?	GAP DETAILS	IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program preceptors Focus points include: <ul style="list-style-type: none"> ● Preceptor selection ● Preceptor education ● Preceptor evaluation (by program director/designee and by learner) 	YES	Structure	YES NO	
	NO	Curriculum	YES NO	
		Other	YES NO	
		NOTES		

PRACTICE-BASED LEARNING

APPFA DOMAIN REQUIREMENT	GAP?	GAP DETAILS	IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Supportive guidance Focus points include: <ul style="list-style-type: none"> ● Mentorship ● Peer support ● Interprofessional teaming 	YES	Structure	YES NO	
	NO	Curriculum	YES NO	
		Other	YES NO	
		NOTES		

PRACTICE-BASED LEARNING CONTINUED

APPFA 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	YES YES YES	NO NO NO		
		NOTES				
Practice efficiency is integrated in the program.	YES NO	Structure Curriculum Other	YES YES YES	NO NO NO		
		NOTES				
Practice setting learning Focus points include: <ul style="list-style-type: none"> ● Communication ● Critical thinking ● Ethics 	YES NO	Structure Curriculum Other	YES YES YES	NO NO NO		
		NOTES				

PRACTICE-BASED LEARNING CONTINUED

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