ANCC
AMERICAN NURSES CREDENTIALING CENTER
ACCREDITATION

PRACTICE TRANSITION
ACCREDITATION
PROGRAM®

GETTING STARTED GUIDE

JOURNEY TO
ACCREDITATION
PRACTICE TRANSITION PROGRAM

AMERICAN NURSES
CREDENTIALING CENTER

GETTING STARTED
INTRODUCTION

JOURNEY TO
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Welcome!

Congratulations on starting your adventure towards accrediting your RN Residency or RN Fellowship.

This guide was created to assist you as you complete the steps along your Practice Transition Accreditation Program® (PTAP) journey. Whether you are a new applicant or pursing re-accreditation, these tips and examples will help you move through the accreditation process. We want you to be successful!

We are here to help. If you have any questions, please reach out to our team!

ANCC PTAP/APPFA Team
practicetranstion@ana.org

STEPS TO APPLY FOR
PTAP ACCREDITATION

These steps apply for both initial and reaccrediting applicants.

PRE-APPLICATION	▶ Download and review the current **ANCC 2024 PTAP Application Manual**. Review the current ANCC PTAP Accreditation Criteria.
	▶ Perform a program **gap analysis**. (Note: This resource is provided as a self-directed aid. You will not submit a completed gap analysis to the PTAP/APPFA Team.
BECOMING AN APPLICANT	▶ Contact the PTAP/APPFA Team if you are unsure of the appropriate review cycle for your program.
	▶ Submit a completed **PTAP Application Form** to confirm your program's eligibility according to the cycle application deadline.
	▶ Access the PTAP Applicant Resource Center and review its webinars and tutorials. Download and begin using the required document templates. (Note: This resource center is provided only to official PTAP applicants.)
SELF-STUDY & DOCUMENT PREPARATION	▶ After program eligibility is confirmed, the PTAP/APPFA Team will schedule a brief welcome call to review the Applicant Resource Center and program eligibilty letter in detail.
	▶ Gather program data, and documentation required for your self-study submission.
	▶ Submission of PTAP self-study, PTAP crosswalk (if applicable), and PTAP accreditation with distinction self-study (if applicable) on the assigned due date (see eligibility letter).
DOCUMENT REVIEW & SURVEY	▶ Distribute the learner survey to those learners identified on the PTAP application form **(51% response rate is required for the appraisal process to move forward)**.
	▶ Appraisers complete a qualitative review of the self-study.
	▶ Written additional documentation may be requested from appraisers, if needed.
VIRTUAL VISIT	▶ Complete a virtual visit with the appraiser team to amplify, clarify, and verify findings in the self-study and additional documentation.
	▶ Appraisers prepare a final report for the Commission on Accreditation of Practice Transition Programs (COA-PTP) based on the self-study, additional documentation, and virtual visit.
ACCREDITATION DECISION	▶ The Commission on Accreditation of Practice Transition Programs (COA-PTP) reviews the appraiser team's final report and aggregate data from the Learner Survey.
	▶ If submitted and review eligibility is met, COA-PTP reviews AWD self-study and votes on an accreditation decision.
	▶ Program accreditation may be granted for four years.

ABOUT THE
PTAP SELF-STUDY(IES)

SUPPORTING DOCUMENTATION

▶ Supporting documentation provides a context for understanding the Program and the practice setting(s) where the program is operationalized.

▶ The applicant must submit self-study(ies) following the PDF bookmarking guidelines in Chapter 3 of the *ANCC 2024 PTAP Application Manual*.

▶ Each narrative can have up to 2 pieces of supporting evidence (but not required).

NARRATIVES

▶ Applicants will write a separate narrative to address each program criterion. A narrative is a description and demonstration (example) of how the PTAP requirements are present and operationalized within the program.

▶ Only one narrative description is allowed per criterion. A minimum of one paragraph per narrative component (description and demonstration) is required.

TEMPLATES

The PTAP/APPFA Team has developed templates to help applicants complete the requirements for self-study. All templates can be found in the Applicant Resource Center. Access to the center is granted after eligibility is confirmed.

Program Self-Study Template REQUIRED FOR DOCUMENT SUBMISSION	**Aggregated Quality Outcomes Table Template** OPTIONAL
Site and Specialty/ Service Line Crosswalk Template REQUIRED FOR DOCUMENT SUBMISSION	**Program AWD Template** REQUIRED FOR DOCUMENT SUBMISSION (IF APPLICABLE)

WRITING TO THE PTAP CRITERIA

A narrative description of how the program operationalizes each criterion is required for each of the five domains: Program Leadership, Program Goals and Outcomes Measures, Organizational Enculturation, Development and Design, and Practice-Based Learning.

Narratives provide an opportunity to tell how the program is adhering to the accreditation criteria and requires both a description ("describe") and demonstrate ("example") for each criterion.

HOW TO WRITE A DESCRIPTION ("DESCRIBE")

▶ The description should be a general overview of the structures, processes, or policy(ies) used by the applicant program to meet the criterion requirement.

▶ Tell the <u>who</u>, <u>what</u>, <u>where</u>, <u>when</u>, <u>why</u>, and <u>how</u> (as applicable).

— Who is involved or responsible? When does it happen and how does it happen? Why do you do that?

— What do you do, or expect to do, every time, with every cohort, in relation to this criterion?

— There should be no names in the description. This is person agnostic, but role specific.

▶ Close your eyes and listen to a colleague read your description out loud.

— Is this capturing the entire process asked about in the criterion?

— Does your response answer the whole question?

— Can an outsider understand your structures and processes?

▶ **In the end, your descriptions provide an instructional guide on how to run the program.**

HOW TO WRITE A DEMONSTRATE ("EXAMPLE")

▶ Tell a story that substantiates the structures, processes or policy(ies) in the description. The demonstration should be specific.

▶ The demonstration should be specific and detailed, showcasing how the applicant program operationalized the process (description) in a real-life incident.

— Examples **must** include details such as names, dates, practice setting(s).

— Talk about real people and real events.

— The example must have the persons name, credentials, and role. If applicable state the practice setting. Do not use initials.

— Tell a story about someone who went through an experience that demonstrates the component of the criteria.

▶ Do not attach a document in place of a written example.

— If using a document to show something that happened, expand on how it relates to the process described and the events surrounding how it was used.

— Additional supporting evidence in the narratives must be limited to no more than 2 documents.

▶ **Demonstrations should bring the structure, processes, and policies to life!**

GENERAL TIPS FOR WRITING THE PTAP AND AWD SELF-STUDY

▶ Pause and reflect on the intent of the PTAP standard.

— Determine what the question is asking, and remember to answer all parts of the criterion requirement in each response.

▶ Answer the standard requirement directly and completely.

▶ When an individual's name is used in the narrative, indicate their position/ title to ensure the reader can follow your response.

▶ Give enough background/context for the reader to understand the response. You do not want the appraisers to assume anything.

— Spell it out!

▶ Ask several colleagues to read your responses and tell you if you have answered the standard requirement.

SELF-STUDY SUBMISSION CHECKLIST

SUPPORTING DOCUMENTATION

☐ Each piece of requested supporting documentation is included and correctly bookmarked.

☐ No more than two items of additional supporting evidence are allowed per criterion response.

NARRATIVES

☐ Each criterion response has a description and demonstration narrative.

☐ Descriptions are at least one paragraph and answer the question in the criterion completely.

Note: Complete but concise responses generally require 2-3 paragraphs per description and demonstration.

☐ Demonstrations tell a story that showcases how the process described is implemented in real life.

Note: Demonstrations must include names, roles, and credentials (if applicable) for any individual stakeholder or learner.

☐ Examples are written in the narrative format.

Note: Demonstrations referencing only an attachment are not accepted.

FORMATTING

☐ All narratives and supporting documents are included in one single PDF file with bookmarks.

☐ The PTAP Self-Study document file is no longer than 500 pages.

☐ The PTAP Accreditation with Distinction (AWD) document file is no longer than 30 pages.

ABOUT THE
LEARNER SURVEY

PURPOSE

▶ The Learner Survey invites learners to share their perceptions of the applicant RN residency/fellowship program. Responses are a complement to the program's self-study and virtual visit.

TYPES OF QUESTIONS

▶ The learner survey asks questions relevant to the presence of essential elements of a practice transition program. It covers these topics:
  — Mentor(s)
  — Preceptor(s)
  — Resource allocation
  — Orientation process
  — Program curriculum
  — Program goals and outcome measures

REQUIRED RESPONSE RATE

▶ The minimum response rate of 51% of all eligible learners to participate in the survey is required. Learners will have 30 calendar days to complete the survey once it has been distributed.

ELIGIBILITY

▶ The survey invites learners who are currently in the program or who have participated in the program in the 12 months preceding the application submission date from all eligible sites(s) and practice setting(s).

CONFIDENTIALITY

▶ Individual survey answers are completely confidential. Survey responses are submitted via a secure website, which only authorized PTAP/APPFA Team may access. No one in your program can view individual responses.

REPORTING OF RESULTS

▶ Responses from your program are combined to produce a summary report that includes the average aggregate response for each domain about the RN residency/fellowship program. Demographics are not included in the summary.
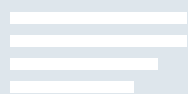
Learners who *participated* in the RN residency/ fellowship program during the 12 months preceding the application are requested to respond to the Learner Survey.

▶ The The number of learners ("N") from eligible site(s) and practice setting(s) who participated in the program in the previous 12 months, including any still in the program, who completed or who left the program, must be reported on the PTAP Application Form, regardless of their current status with the organization.

▶ **At least 51% of the N reported on the PTAP Application Form must complete the survey. Failure to meet this threshold will result in the application review process ceasing.**

▶ The PTAP/APPFA Team will provide written confirmation of survey dates and additional distribution instructions to the Program Director. The survey hyperlink will be provided by the PTAP/APPFA Team.

ABOUT THE
VIRTUAL VISIT

PURPOSE

▶ The virtual visit consists of a video conference between the applicant and appraiser team.

▶ The purpose of the virtual visit is to clarify, verify, and amplify program adherence to PTAP criteria.

▶ PTAP Appraisers utilize the virtual visit to determine operational consistency of the program across all participating sites and practice settings.

VIRTUAL VISIT DATE

▶ PTAP appraisers will propose three dates for the applicant to choose from for the virtual visit. Typically, the virtual visit is scheduled between five and eight weeks after document submission.

▶ If proposed date and time options do not work for the program, the Program DIrector must inform the PTAP/APPFA Team immediately with significant rationale.

CONFERENCE CALL/VIDEO REQUIREMENTS

▶ The applicant organization will arrange and pay for the conference call. Web conferencing systems with video capability (e.g., Zoom, Teams, WebEx) are required.

▶ The Program Director should communicate instructions, including what to do if the appraiser team experiences technical difficulties or cannot access the conference line, as directed.

AGENDA

▶ An agenda is sent 2 weeks prior to the virtual visit from the Appraiser Team Leader.

LENGTH OF VIRTUAL VISIT

▶ The visit can last between 3–4 hours.

▶ Depending on the number of sites in a **multi-site review**, alterations may be required to call times/length. The Program Director must be available to the Appraiser Team Leader for a planning call prior to the visit.

ATTENDEES

▶ **Program Director:** Required to participate for the full length of the virtual visit; The visit will not be held if the Program Director does not participate.

▶ **Executive Leadership:** Required for brief interview; CNO (at system level if multisite program) and/or CMO (as applicable).

▶ **Directors/Managers of practice setting(s) Settings:** Required.*

▶ **Preceptors/Faculty:** Required.*

▶ **Practice setting(s):** Required.*

▶ **Learners:** Required.*

▶ **Practice Setting Coordinator or Site Clinical Coordinator (SCC):** May be required to participate (as applicable).

* Appraisers will select individuals by name/role if mentioned in self-study OR identify practice setting(s) for applicant to select.

RECORDING THE VIRTUAL VISIT

▶ Recording of the visit is prohibited.

▶ Consultants or curriculum vendors are not allowed to attend the virtual visit.

ADDITIONAL EVIDENCE AFTER THE VIRTUAL VISIT

▶ Additional evidence must be submitted within 72 hours if requested by appraisers. There are no additional fees required for additional evidence requests.

Note: The virtual visit is the final applicant portion of the appraisal review process. The accreditation decision is not made by appraisers, and the outcome of the appraisal review will <u>not</u> be discussed at the virtual visit.

ABOUT PTAP
REVIEW OUTCOMES

▶ The Commission on Accreditation of Practice Transition Programs (COA-PTP) conducts a thorough, evidence-based review of the final appraiser report, aggregate survey response, and AWD self-study (when applicable).

▶ Following review, the COA-PTP votes to determine the outcome of the appraisal review for RN Residency/Fellowship Programs.

▶ The PTAP/APPFA Team notifies the Program Director of the decision. The possible outcomes of the COA-PTP's vote include:

ACCREDITATION DENIED	▶ The COA-PTP may determine that the threshold for meeting PTAP standards has not been met, and accreditation will be denied. ▶ Applicants may submit a new application after addressing deficiencies.
ACCREDITED WITH PROVISIONAL STATUS	▶ Opportunities for improvement may be identified in the review process, more extensive than a progress report (see Accredited status below). ▶ Provisional status is only known to the program and ANCC; it is not made public.
ACCREDITED WITH PROGRESS REPORTS	▶ The program is accredited but is required to submit a progress report addressing opportunities for improvement. ▶ The status of having a progress report is not externally facing.
ACCREDITED	▶ The program is accredited and has no deficiencies.
ACCREDITED WITH DISTINCTION	▶ Applicant program must declare intent to apply for distinction. ▶ See **Chapter 5: PTAP Accreditation with Distinction Standards** in the *PTAP Application Manual*. ▶ This is the highest level of accreditation bestowed by the COA-PTP.

PRACTICE TRANSITION ACCREDITATION PROGRAM®

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REVIEW CHECKLIST

The Practice Transition Accreditation Program (PTAP) checklist is intended to guide applicants through major achievements of accreditation application and review.

NOTE

▶ The **pre-application phase** can last varying amounts of time depending on preparation time required for a program to meet PTAP standards and eligibility requirements.

▶ The **application and review phase** generally lasts 10 months or less, with 4-months of self-study writing/cycle preparation and 6-months or less of the accreditation review.

▶ Applicants can expect an accreditation decision within 6 months of submitting their self-study documents.

PRE-APPLICATION PHASE

PREPARE

Start communicating with the PTAP/APPFA Team early. Prepare your team for your application:

☐ Review the **ANCC 2024 PTAP Application Manual**. Ensure your program meets eligibility.

☐ Complete the accompanying **Gap Analysis Tool**.

☐ Consider attending an **PTAP Introductory Workshop**.

APPLY

Choose one of our four annual **application cycles**; communicate your plan to the PTAP/APPFA Team. For questions about what is expected on the application form, contact us at **practicetransition@ana.org**.

☐ Download and begin to fill out the application form.

    ☐ Finalize your application form and required application documents (e.g., organizational charts).

    ☐ Set up your application email to send to the PTAP/APPFA Team.

    tip Space in each cycle is limited; don't delay sending your application.

☐ Send your completed application form and required documents to **practicetransition@ana.org**.

    ☐ Check the application open date on the website. The PTAP/APPFA Team accepts applications at 9:00 a.m. ET. The cycle will remain open until it fills or until the date indicated on the website.

    tip **Programs receive a response within one week of application form submission.** The PTAP/APPFA Team may communicate during this time to ask for program clarifications. Official applicants are accepted into the review cycle via issuance of an eligibility letter.

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APPLICATION & ACCREDITATION REVIEW PHASE

The resources below are given to applicants after their eligibility has been confirmed and they are in a cycle. All resources mentioned below are available only to confirmed PTAP applicants and are copyright of the American Nurses Credentialing Center.

SELF-STUDY WRITING & CYCLE PREPARATION

MONTH 1 APPLICATION & ELIGIBILITY

MONTH	YEAR

- ☐ Read and review your Eligibility Letter sent by the PTAP/APPFA Team.
- ☐ Open access link to the PTAP Applicant Resource Center. View, download, or share the following resources with your team:
  - ☐ Download and begin using the REQUIRED PTAP self-study and PTAP Accreditation with Distinction (if applicable) templates.
  - ☐ View template tutorials and webinars focused on starting your accreditation journey.
  - ☐ Download and share *Getting Started Guide* with your team.
- ☐ Participate in the *Welcome Call* with a member of the PTAP/APPFA Team. Prior to the call:
  - ☐ Review *Welcome Call* webinar in Resource Center.
  - ☐ Prepare questions.
  - ☐ Review PTAP Accreditation with Distinction criteria from the **2024 PTAP Application Manual**.
- ☐ Develop a writing timeline.
- ☐ Begin writing self-study; consider gathering your supporting documentation (SD) first.

  tip Collecting SD is an easy win — most documents already exist as you developed them before implementing your program.
- ☐ Prepare your program for the Learner Survey.
- ☐ Determine if your program will submit for Accreditation with Distinction.

MONTH 2 DOCUMENT PREPARATION & WRITING

MONTH	YEAR

- ☐ Continue to communicate process/manual questions to the PTAP/APPFA Team.
- ☐ Plan to have an outline of your full self-study document drafted early; track names/roles/organization of persons mentioned in self-study demonstrations to ensure representative sample of site and specialty(ies)/service line(s) is achieved.
- ☐ Continue to write your self-study; supporting documents should be finalized.
- ☐ If applicable, choose your Accreditation with Distinction criteria (4 total, see Chapter 5 of the **PTAP Application Manual** for full requirements). Draft your AWD self-study.

MONTH 3 DOCUMENTATION EDITING

MONTH	YEAR

- ☐ View tutorials and webinars focused on your appraisal journey to come.

  tip Listen for an overview of how your appraisal review will flow with topics covered such as appraiser assignment and conflict assessment, document submission, Learner Survey, additional documentation requests, and virtual visit assessment.
- ☐ Watch *PTAP PDF Bookmarking Tutorial* in the Resource Center:
  - ☐ Download and review formatting from sample bookmarked document.
  - ☐ Practice bookmarking.

MONTH 3 DOCUMENTATION EDITING (CONTINUED)

MONTH	YEAR

☐ If needed, request a follow-up call with a member of the PTAP/APPFA Team.

    ☐ Review information in the Resource Center prior to request.

    ☐ Prepare questions; send ahead of request.

☐ Determine if your organization will submit for PTAP Accreditation with Distinction.

☐ The PTAP/APPFA Team will contact the Program Director regarding AWD and documentation submission.

    ☐ Respond to the PTAP/APPFA Team regarding our inquiry about your AWD decision. Follow up with any questions that arise from our cycle reminder communications.

☐ Continue to write PTAP self-study and AWD self-study and prepare for final document editing and formatting.

MONTH 4 DOCUMENTATION EDITING & FORMATTING

MONTH	YEAR

☐ Have final drafted document(s) (PTAP self-study and PTAP AWD self-study, if applicable) early this month (a few weeks before self-study due date).

☐ Seek approval/input of final drafts from your executive (if applicable), Program Advisory Committee, or others *as applicable*.

☐ Complete bookmarking of your PTAP self-study and PTAP AWD documentation (if applicable).

    ☐ Combine your PTAP self-study template file with your supporting documents into one PDF.

    ☐ Create required bookmarks and format in same process as seen in sample document.

    ☐ Review *PTAP PDF Bookmarking Tutorial* again or reach out to your internal IT team for support.

☐ Complete bookmarking of your PTAP AWD documentation (if applicable), repeating the processes used for finalizing the self-study.

ACCREDITATION REVIEW

MONTH 5 DOCUMENTATION SUBMISSION, LEARNER SURVEY, AND SCHEDULING THE VIRTUAL VISIT

MONTH	YEAR

☐ Submit your PTAP self-study and PTAP AWD documentation (if applicable) before or on due date, specified in your eligibility letter, by 12:00 p.m. ET.

☐ A quantitative review will be completed by PTAP/APPFA Team (template and formatting quality control check).

    ☐ Send any missing items to PTAP/APPFA Team by extension due date.

☐ After all documentation have been cleared by PTAP/APPFA Team, the Program Director will receive the survey link for distribution to N (survey participants). Immediately distribute survey link to learners.

    ☐ Monitor progress throughout month via weekly updates from PTAP/APPFA Team; respond according to survey participation rates through organizational/programmatic efforts.

    ☐ Ensure survey participation threshold is met within timeframe (51% of N number complete the survey within 4-week time period). **Note: Appraisal review process will stop if participation threshold is not met.**

☐ Select virtual visit date and time from options given by appraisers,

    ☐ Establish video conferencing system for visit; provide login information to appraisers and backup phone number for Program Director.

    ☐ Block calendars of those expected to participate.

    ☐ Review *Virtual Visit FAQ*.

MONTH 6 OR 7 **VIRTUAL VISIT**	MONTH	YEAR

- [ ] Complete and send in any additional documentation requested by Appraiser Team.

- [ ] Prepare your team for their virtual visit:
  - [ ] Reread FAQ sheet on virtual visit.
  - [ ] Share your self-study document for full team review.
  - [ ] Consider hosting mock virtual visit.

- [ ] Review Virtual Visit agenda (sent 2 weeks before virtual visit date);
  - [ ] Confirm audio/video conferencing system information is correct as listed on agenda.
  - [ ] Make final preparations for the visit; provide appraisers with any required information (e.g., attendance roster).
  - [ ] Reach out to anyone specifically requested for interview by appraiser team.

- [ ] Host virtual visit.

- [ ] Complete an PTAP survey providing feedback about your overall experience as an applicant.

- [ ] Celebrate that your review is complete!

MONTH 6 OR 7 **VIRTUAL VISIT**	MONTH	YEAR

- [ ] Confirm calendar invitation from PTAP/APPFA Director for decision call.
  - [ ] Arrange for team to be present for call.

FOR PROGRAMS WITH DECISIONS OF ACCREDITED PROVISIONAL, ACCREDITED, OR ACCREDITATION WITH DISTINCTION

MONTHS 10–12	MONTH	YEAR

- [ ] Review Accreditation Decision letter to ensure proper use of your accreditation statement.

- [ ] Review *Accredited Program Resource Guide.*

- [ ] Create calendar reminders for important accreditation-related requirements, including:
  - [ ] Attendance at Program Director webinars, hosted quarterly for accredited programs by PTAP/APPFA Team.
  - [ ] Payment of annual fee (to be paid in either February or August; check review decision letter for due date).
  - [ ] Submission of annual report (requirements of report announced in June; program data will be collected in September with a due date of September 30).
  - [ ] Reaccreditation timeline and application.

HOW TO CREATE
ADOBE PDF BOOKMARKS
& OTHER FORMATTING TIPS

Applicant programs are required to use the PTAP self-study templates and format documents according to the 2023 PTAP Application Manual. The PTAP self-study and PTAP AWD self-study must be submitted as PDF-bookmarked files. Following is a written tutorial with tips on creating and organizing PDF bookmarks.

ADOBE ACROBAT ICONS

On the left side of your PDF file, you will see a series of icons; these are the navigation icons for your document.

The page icon will show thumbnails of each page of your document.
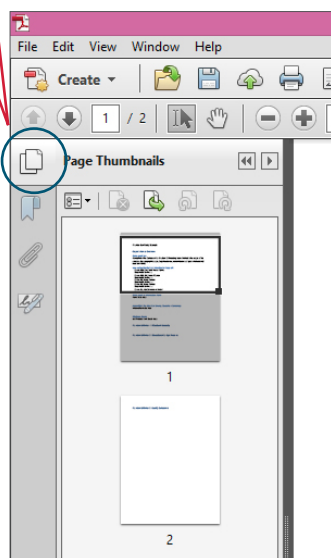
The ribbon icon will show all of your bookmarks.
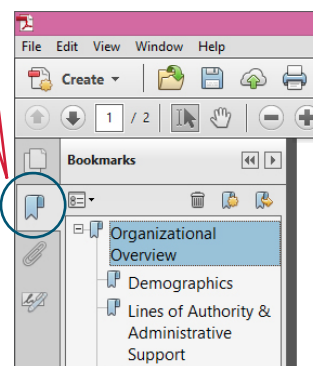
COMPILING YOUR DOCUMENTS INTO A PDF

On the left side of your PDF file, you will see a series of icons; these are the navigation icons for your document.

STEP 1

CREATE SELF-STUDY USING WORD DOCUMENT TEMPLATE

▸ Save your PTAP self-study document using the required template. Move on to the next step when you have finished editing all text and checked spelling, grammar, etc.

▸ **You cannot edit the text once you have imported the document into Adobe Acrobat.**

▸ Have your Supporting Documentation and any appendices saved and organized.

STEP 2

COMBINE YOUR FILES IN ADOBE ACROBAT PRO

▸ Open Adobe Acrobat. Below is a screenshot of the menu. On the left is a list of documents that you have previously opened or created (recent files). On the right are your task options. Click on "Combine Files into PDF" (toward the bottom right) to compile your document.
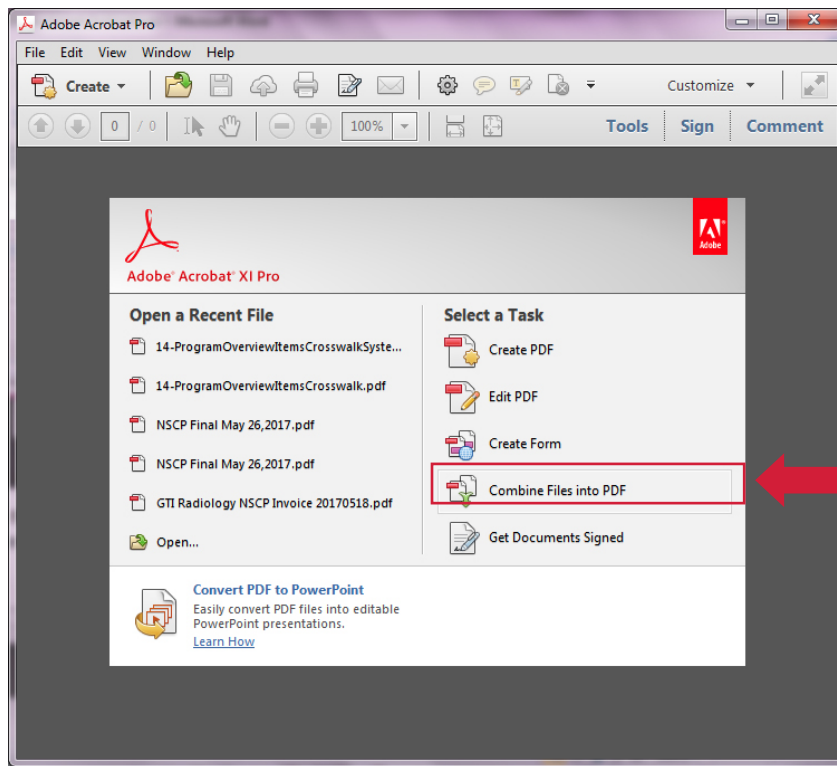
Screenshot 1: Adobe Acrobat Pro Menu

After you select Combine Files into PDF, you will select the documents to be compiled. Select the files and "Open."
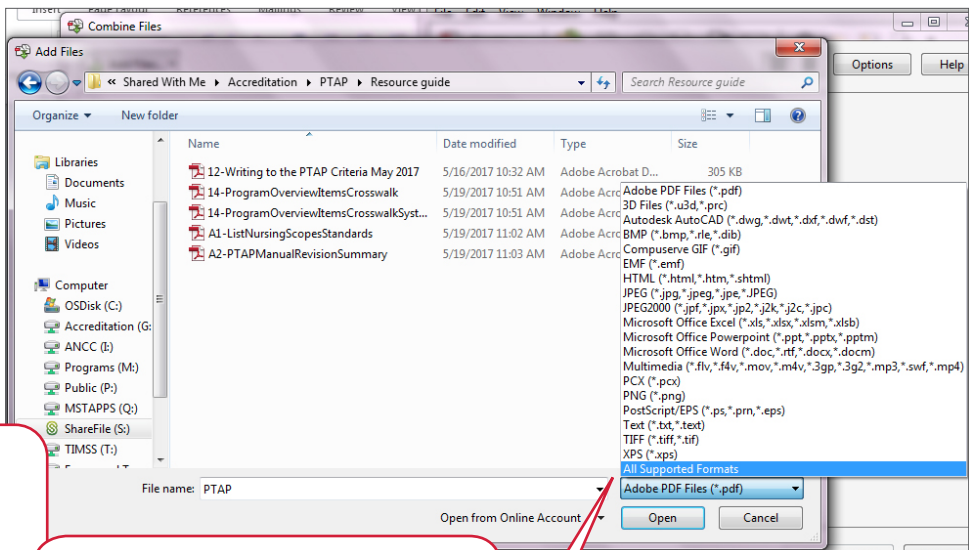
TIP: Have all your files ready in one folder for easy browsing.

TIP: If you don't see all your files, make sure the browser is displaying "All Supported Formats." See bottom right of Screenshot 2.

Screenshot 2: Select files to combine.

You can now put the files in the order you want them to appear in your PDF. Then select "Combine Files."

Your new PDF file will now open.
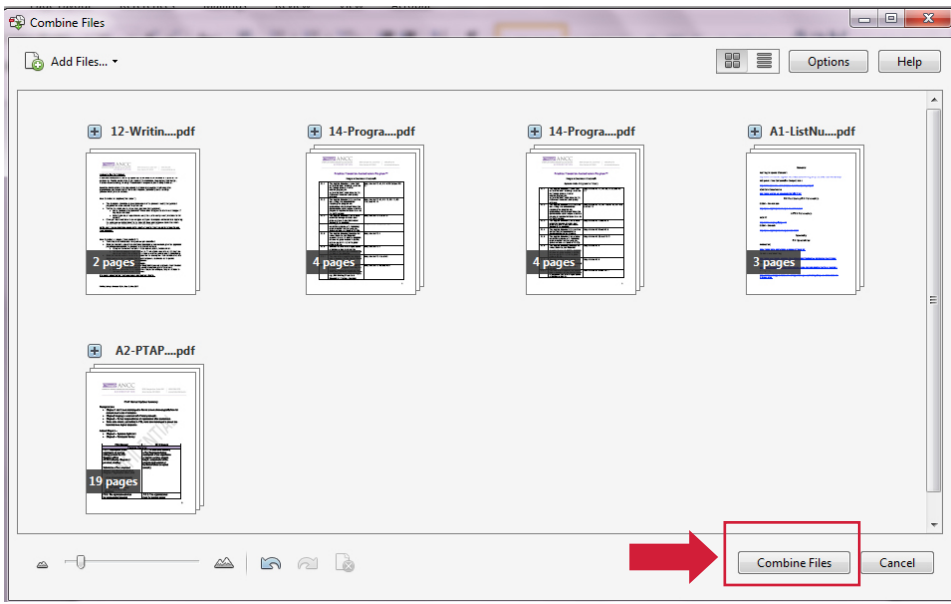
Screenshot 3: Place your files in order before selecting "Combine Files."

STEP 3

CREATING BOOKMARKS

On the left, click on the ribbon icon, which opens the Bookmarks Navigation pane.
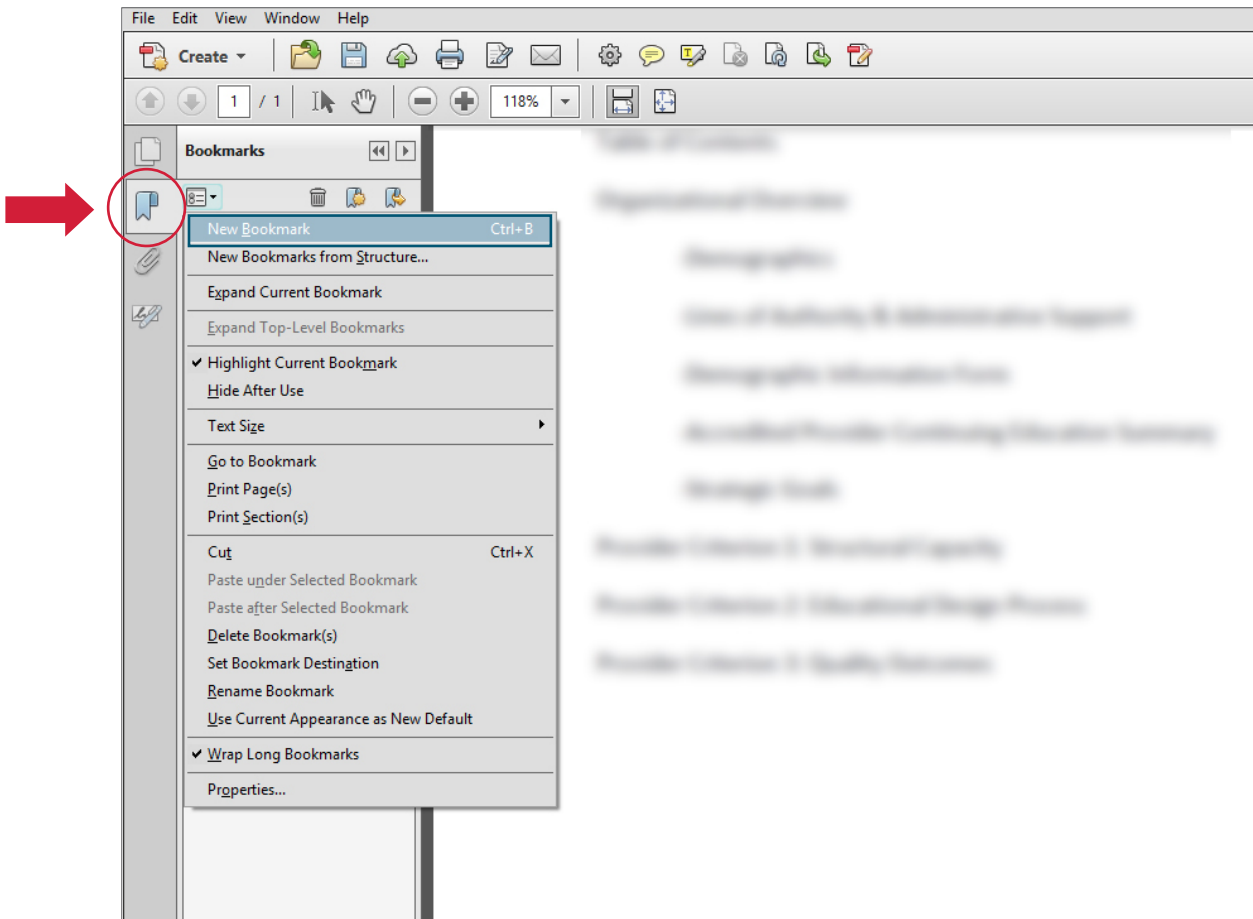
Screenshot 4: Creating a new bookmark.

Find the text in the document that you wish to make a bookmark. Using the Text Select Tool from the Acrobat toolbar (the arrow above and to the right of the bookmarks toolbar) and highlight/select the text with your mouse that you wish to use for the bookmark label. The highlighted text currently selected in the document is used as the bookmark's label. If no text has been highlighted, type the text for the bookmark label and press Enter. (Bookmark labels can be up to 128 characters long.)
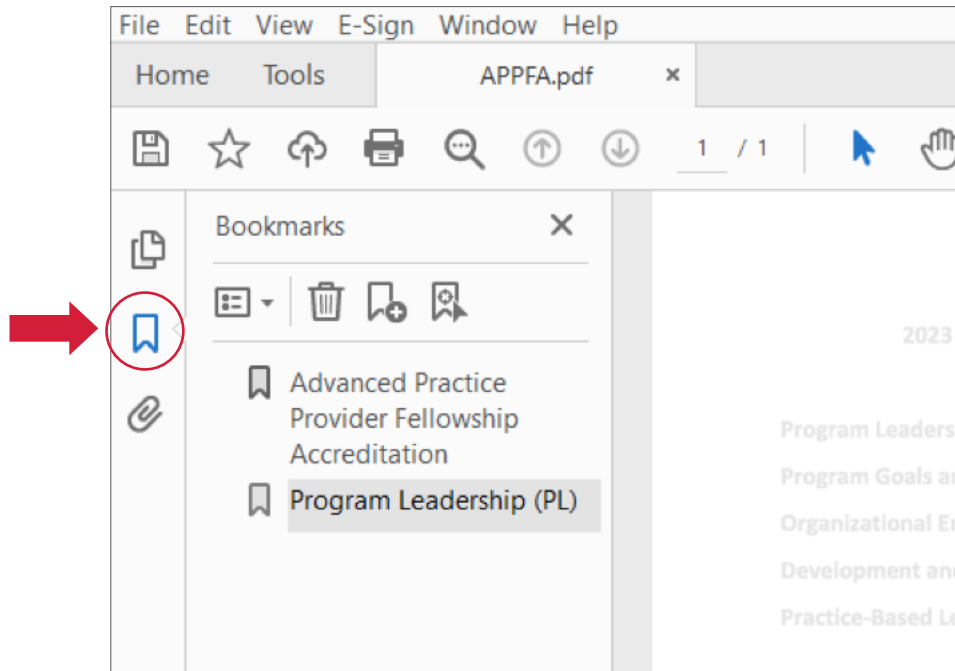
Screenshot 5: Use the Selection Text Tool to highlight text to create the next bookmark.

You can also use the ribbon/plus icon to create a new bookmark once your text is highlighted.
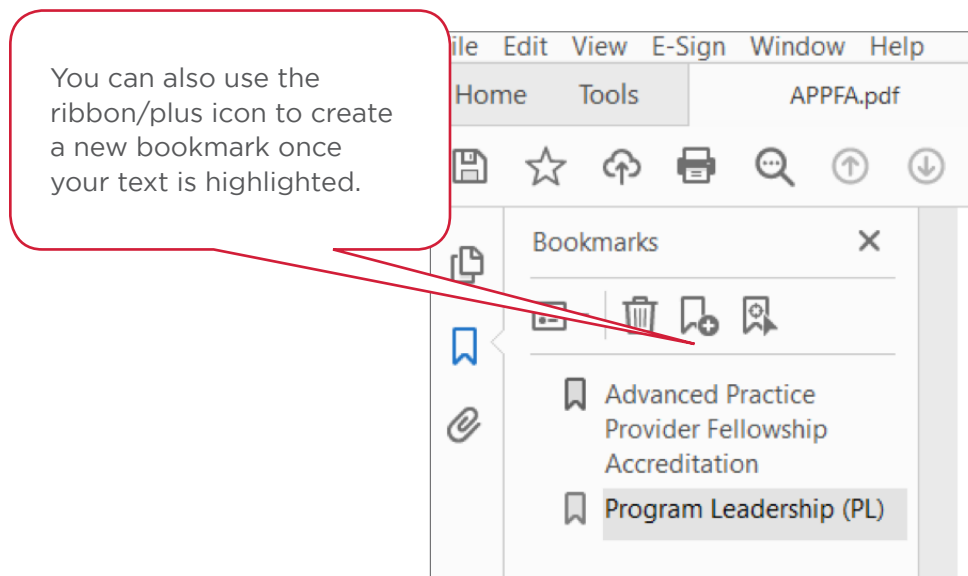
Screenshot 6: The New Bookmark icon

Repeat until all bookmarks are created.

STEP 4

NESTING BOOKMARKS

On the left, click on the ribbon icon, which opens the Bookmarks Navigation pane.

You can nest/indent a list of bookmarks to show a relationship between topics. Nesting creates a parent/child relationship. You can expand and collapse this hierarchical list as desired. *Remember: The nested pages must be bookmarks first to do this.*

When you are finished, you will be able to jump from page to page throughout the document. Follow the steps below to nest one or more bookmarks under another bookmark:

First, make all of bookmarks visible in the Navigation pane on the left.
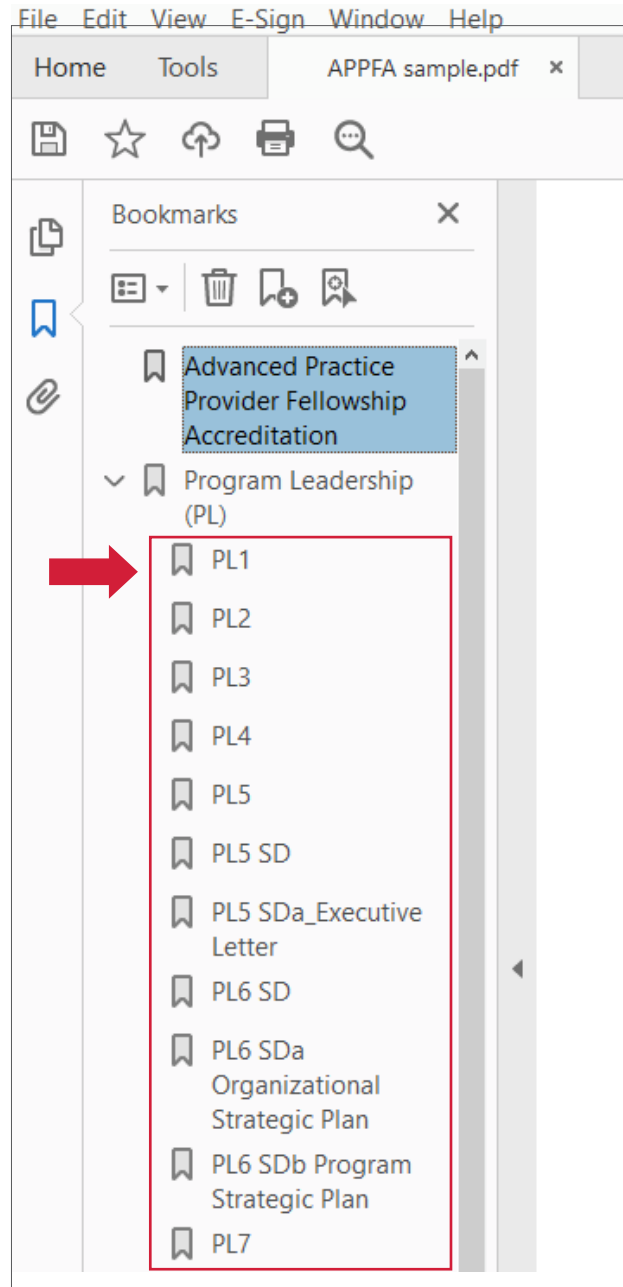
Screenshot 7: Bookmarks without hierarchy

Select/highlight the bookmark or range of bookmarks you want to nest (click the first bookmark, hold down the shift key and click the last bookmarks in the series). Below, all of the bookmarks that will be moved to the subheaded folder "PL6" have been highlighted:
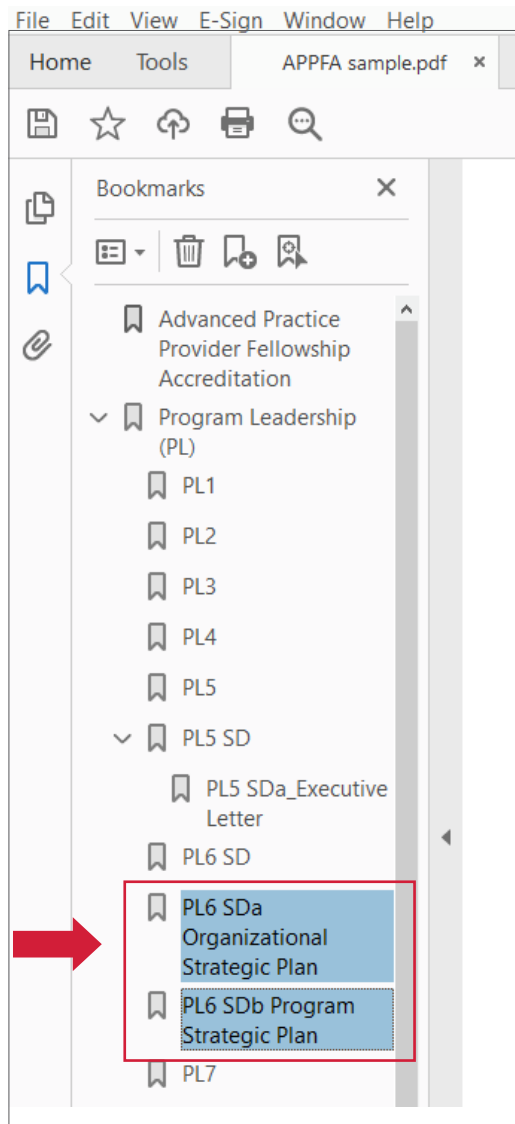
Screenshot 8: Select bookmarks to move.

Drag the highlighted bookmarks underneath what will become the parent bookmark or section heading. A line with a black triangle on the left will appear that shows where the bookmarks are being moved to. See the Navigation pane in the picture below.
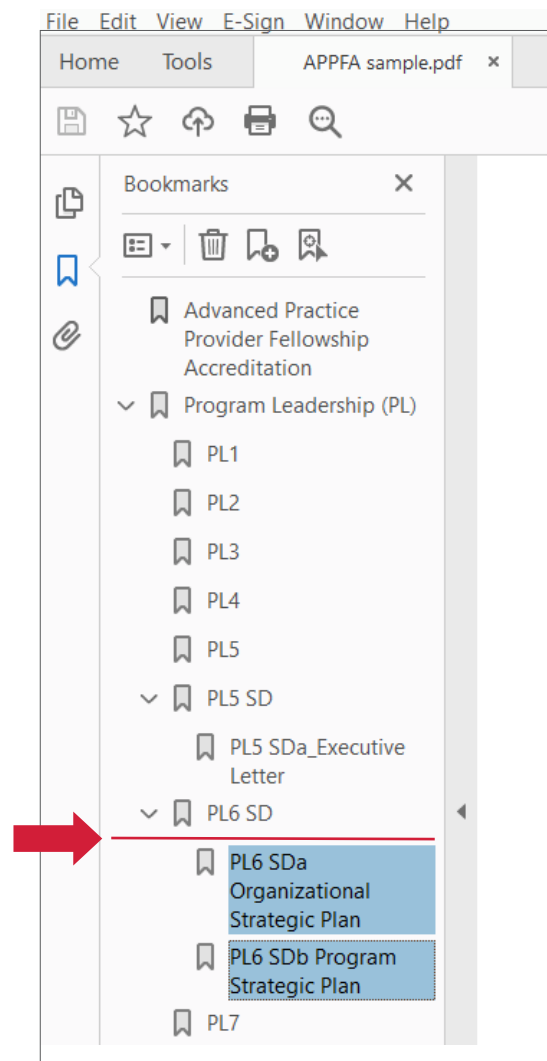

Screenshot 9: Use the black arrow to place bookmarks under the appropriate header.

Release your mouse and the bookmarks will be moved. *NOTE: The actual pages will remain in their original location in the document.*

Make sure to save your final bookmarked file for submission via ShareFile.

The screenshot below demonstrates proper organization and formatting of an PTAP self-study.
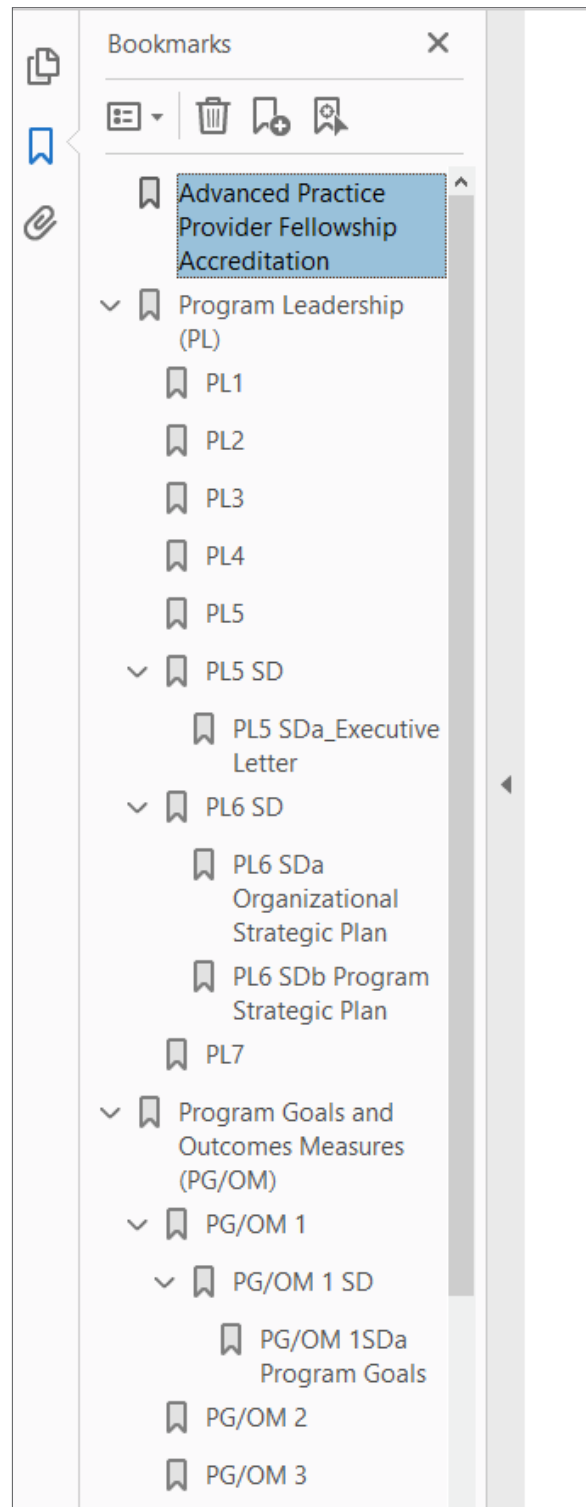
Screenshot 10: Bookmarks were created for all required supporting documents, narrative responses, and additional evidence. Bookmarks are organized and nested appropriately.

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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 |
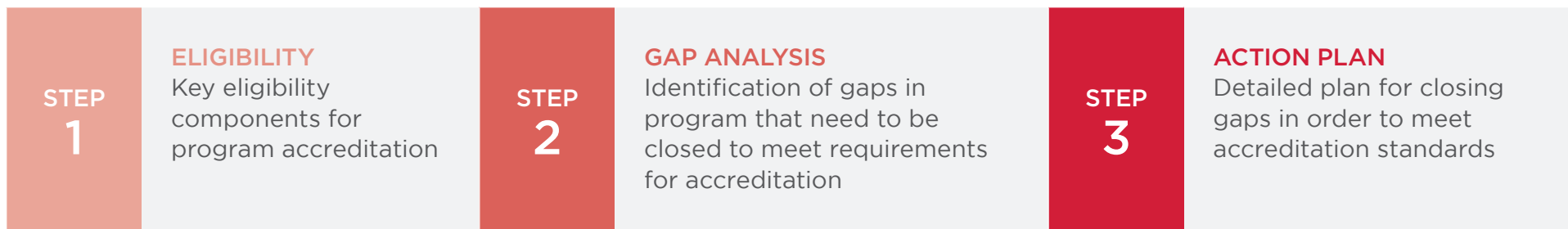
ELIGIBILITY CRITERIA

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.	☐ Required for *multisite, multi-practice setting programs with 11 sites or larger*. Each site must have a Site Coordinator (SC). The SC must have a direct or dotted line of authority to the Program Director. The Program Director may not 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 may 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 functioning in multiple sites 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		

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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 ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO		
Program revised based on outcome measures to achieve program goals.	☐ YES ☐ NO	Structure Curriculum Other NOTES	☐ YES ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO		
Outcome measures shared with key stakeholders.	☐ YES ☐ NO	Structure Curriculum Other NOTES	☐ YES ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO		

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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 Curriculum Other NOTES	☐ YES ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO		
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 Curriculum Other NOTES	☐ YES ☐ YES ☐ YES	☐ NO ☐ NO ☐ NO		

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 ☐ YES ☐ NO Curriculum ☐ YES ☐ NO Other ☐ YES ☐ NO NOTES		
Program competency curriculum Focus points include: ▶ Competency development ▶ General competencies ▶ Practice setting competencies	☐ YES ☐ NO	Structure ☐ YES ☐ NO Curriculum ☐ YES ☐ NO Other ☐ YES ☐ NO NOTES		
Interprofessional team members are integrated into the program. Program faculty Focus points include: ▶ Faculty selection ▶ Faculty evaluation	☐ YES ☐ NO	Structure ☐ YES ☐ NO Curriculum ☐ YES ☐ NO Other ☐ YES ☐ NO NOTES		

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		

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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		

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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