Advanced Practice Provider Fellowship Accreditation (APPFA®) Getting Started Guide

Advanced Practice Provider Fellowship Accreditation

American Nurses Credentialing Center

**Advanced Practice Provider
Fellowship Accreditation**
American Nurses Credentialing Center

GETTING STARTED
INTRODUCTION

Welcome!

Congratulations on starting your adventure toward Advanced Practice Provider Fellowship Accreditation (APPFA®).

This guide was created to assist you as you complete the steps along your APPFA journey. Whether you are a new applicant or pursuing reaccreditation, 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 Practice Transition Accreditation Program (PTAP®) & APPFA Team

APPFA@ana.org

STEPS TO APPLY FOR
APPFA ACCREDITATION

These steps apply for both initial and reaccrediting applicants.

PRE-APPLICATION

- Download and review the current **APPFA Application Manual**. Review the current APPFA 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 ANCC PTAP & APPFA Team.

BECOMING AN APPLICANT

- Contact the ANCC PTAP & APPFA Team if you are unsure of the appropriate review cycle for your program.
- Submit a completed **APPFA Application Form** to confirm your program's eligibility according to the cycle application deadline.
- Access the APPFA 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 APPFA applicants.)

SELF-STUDY & DOCUMENT PREPARATION

- After program eligibility is confirmed, the ANCC PTAP & APPFA Team will schedule a brief welcome webinar to review the Applicant Resource Center and program eligibility letter in detail.
- Submit your program self-study package by the assigned due date.
- Gather program data, organizational charts, and documentation required for your application.
- Submission of APPFA self-study, APPFA site and specialty/service line crosswalk (if applicable), and APPFA accreditation with distinction (AWD) self-study (if applicable).

DOCUMENT REVIEW & SURVEY

- The learners identified in the survey will complete the APPFA Learner Survey (**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

- 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
APPFA SELF-STUDY(IES)

SUPPORTING DOCUMENTATION

- Supporting documentation provides a context for understanding the APPFA Program ("the program") and the organization or specialty(ies)/service line(s) where the program is operationalized.

- The applicant must submit self-study (ies) following the PDF bookmarking guidelines in Chapter 3 of the 2023 APPFA Application Manual.

NARRATIVES

- Applicants will write a separate narrative to address each program criterion. A narrative is a description and demonstration (example) of how the APPFA 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 ANCC 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 APPFA 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 require both a description ("describe") and demonstration ("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 *who, what, where, when, why,* and *how* (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?

- **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.**

WRITING TO THE APPFA CRITERIA *CONTINUED*

HOW TO WRITE A DEMONSTRATION ("EXAMPLE")

- Tell a story that substantiates the structures, processes, or policy(ies) in the description.

- The demonstration should be specific and detailed, showcasing how the applicant program operationalized the process (description) in a real-life incident.
  - Include details such as names, dates, specialty(ies)/service line(s) in the examples
  - Talk about real people and real events.
  - 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.
  - Limit additional supporting evidence in the narratives to no more than two documents.

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

GENERAL TIPS FOR WRITING THE APPFA AND AWD SELF-STUDY

- Pause and reflect on the intent of the APPFA 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.

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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 two to three 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.

Demonstrations are written in the narrative format.

Note: Demonstrations referencing only an attachment are not accepted.

FORMATTING

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

The PDF file is no longer than 500 pages.

The PDF file is no longer than thirty pages for APPFA (AWD).

ABOUT THE
LEARNER SURVEY

PURPOSE

- The Learner Survey invites learners to share their perceptions of the applicant 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

- A 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 those who have participated in the program in the 12 months preceding the application submission date from all eligible site(s) and speciality(ies)/service line(s).

CONFIDENTIALITY

- Individual survey answers are completely confidential. Survey responses are submitted via a secure website, which only authorized ANCC PTAP & APPFA Team members 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 fellowship program. Demographics are not included in the summary.

Learners who *participated* in the fellowship program during the 12 months preceding the application are requested to respond to the Learner Survey.

- The number of learners ("N") who participated in the program in the previous 12 months, including any still in the program as well as those who completed or left the program, must be reported on the APPFA Application Form, regardless of their current status with the organization.

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

- The ANCC 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 ANCC PTAP & APPFA Team.

ABOUT THE
VIRTUAL VISIT

PURPOSE

- The Virtual Visit consists of an audio and videoconference between the applicant and the appraiser team.

- The purpose of the Virtual Visit is to clarify, verify, and amplify program adherence to APPFA criteria.

- APPFA appraisers utilize the Virtual Visit to determine operational consistency of the program across all participating sites and specialties/service lines.

VIRTUAL VISIT DATE

- APPFA 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 ANCC 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 two 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; Chief Nursing Officer (CNO) (at system level if multi-site program) and/or Chief Medical Officer (CMO) (as applicable).

- **Directors/Managers of Specialty/Service Line Settings**: Required.*

- **Preceptors/Faculty**: Required.*

- **Specialty/Service Line**: Required.*

- **Learners**: Required.*

- **Specialty Coordinator or Site/Service Line Coordinator**: May be required to participate (as applicable).

* Appraisers will select individuals by name/role if mentioned in self-study OR identify specific site(s)specialty(ies)/service line(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 not be discussed on the Virtual Visit conference.

ABOUT APPFA
REVIEW OUTCOMES

- 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 APP Fellowship Programs.

- The ANCC PTAP & APPFA Team notifies the APPFA 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 APPFA 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: APPFA Accreditation with Distinction Standards** in the APPFA Application Manual. - This is the highest level of accreditation bestowed by the COA-PTP.

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ACCREDITATION
REVIEW CHECKLIST

APPFA 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 APPFA 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 for the accreditation review.

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

PRE-APPLICATION PHASE

PREPARE

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

Review the **2023 APPFA Application Manual**. Ensure your program meets eligibility requirements.

Complete the accompanying **Gap Analysis Tool**.

Consider attending an **APPFA Introductory Workshop**.

APPLY

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

Check the application open date on the website. The ANCC 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 ANCC 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.

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 APPFA applicants and are copyrighted by the American Nurses Credentialing Center.

SELF-STUDY WRITING & CYCLE PREPARATION

MONTH 1: APPLICATION & ELIGIBILITY

MONTH	YEAR

Review your Eligibility Letter sent by the ANCC PTAP & APPFA Team.

Open access link to the APPFA Applicant Resource Center. View, download, or share the following resources with your team:

  Download and begin using the REQUIRED APPFA self-study and APPFA Accreditation with Distinction (AWD) (if applicable) templates.

  View template tutorials and webinars focused on starting your accreditation journey.

  Download and share *Applicant Resource Guide* with your team.

Participate in the *Welcome Call* with a member of the ANCC PTAP & APPFA Team. Prior to the call:

  Review *Welcome Call* webinar in Resource Center.

  Prepare questions.

  Review APPFA (AWD) criteria from the **2023 APPFA 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 (AWD).

MONTH 2: DOCUMENT PREPARATION & WRITING

MONTH	YEAR

Continue to communicate process/manual questions to the ANCC 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 a 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 (AWD) criteria (4 total, see Chapter 5 of the **APPFA 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 *APPFA PDF Bookmarking Tutorial* in the Resource Center:

  Download and review formatting in a sample bookmarked document.

  Practice bookmarking.

STEPS TO APPLY

APPLICATION PROCESS

ACCREDITATION REVIEW CHECKLIST

DOCUMENT FORMATTING TIPS

READINESS BUNDLE

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ACCREDITATION
REVIEW CHECKLIST

STEPS TO APPLY

APPLICATION PROCESS

ACCREDITATION REVIEW CHECKLIST

DOCUMENT FORMATTING TIPS

READINESS BUNDLE

MONTH 3: DOCUMENTATION EDITING *(CONTINUED)* | MONTH | YEAR |

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

    Review information in the Resource Center prior to making a request.

    Prepare questions and send them ahead of request.

Determine if your organization will submit for APPFA (AWD).

The ANCC PTAP & APPFA Team will contact the program director regarding APPFA AWD self-study and documentation submission.

    Respond to the ANCC 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 APPFA self-study and APPFA AWD self-study, and prepare for final document editing and formatting.

MONTH 4: DOCUMENTATION EDITING & FORMATTING | MONTH | YEAR |

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

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

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

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

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

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

Complete bookmarking of your APPFA 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 APPFA self-study and APPFA AWD documentation (if applicable) before or on the due date specified in your eligibility letter, by 12:00 p.m. ET.

A quantitative review will be completed by the ANCC PTAP & APPFA Team (template and formatting quality control check).

    Send any missing items to the ANCC PTAP & APPFA Team by extension due date.

After all documentation has been cleared by the ANCC 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 the ANCC 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 audio/videoconferencing system for visit; provide log-on 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/videoconferencing 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 APPFA 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 APPFA director for decision call.

Arrange for team to be present for call.

FOR PROGRAMS WITH DECISIONS OF ACCREDITED PROVISIONAL, ACCREDITED, OR (AWD)

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 the ANCC 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 APPFA self-study templates and format documents according to the **APPFA Application Manual**. The APPFA self-study and APPFA 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.
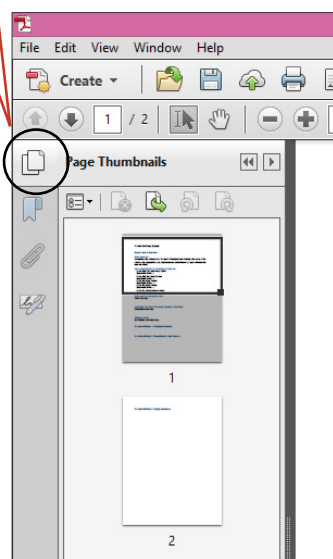
The ribbon icon will show all of your bookmarks.
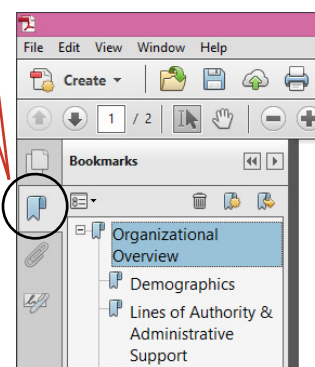
COMPILING YOUR DOCUMENTS INTO A PDF

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

<table>
<tr>
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STEP
1

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<td>

CREATE SELF-STUDY DOCUMENT USING WORD DOCUMENT TEMPLATE

- Save your APPFA 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.

</td>
</tr>
<tr>
<td>

STEP
2

</td>
<td>

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.

</td>
</tr>
</table>
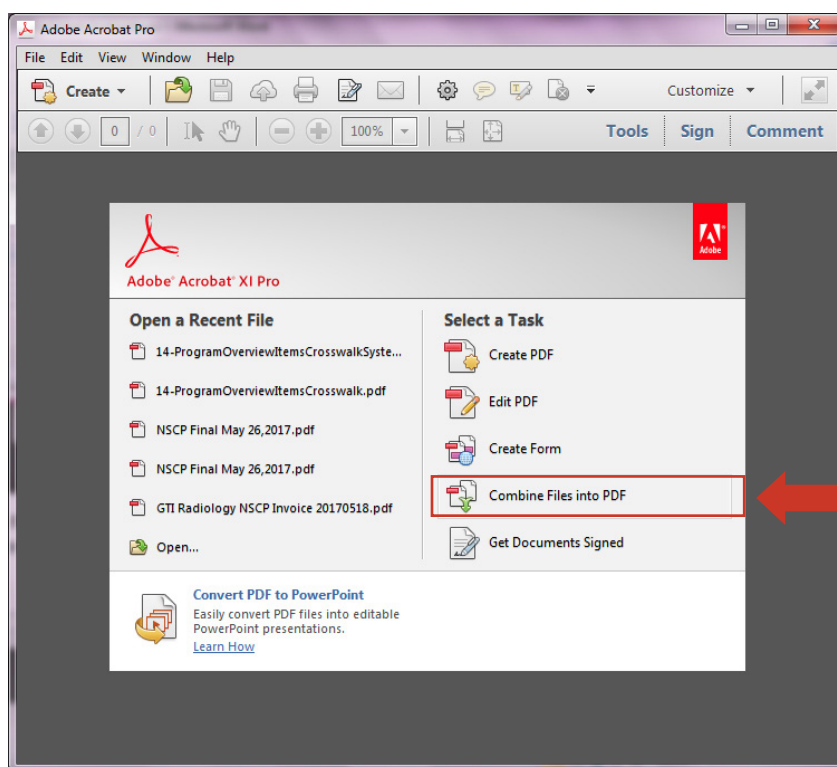
Screenshot 1: Adobe Acrobat Pro Menu

After you select Combine Files into PDF, you will select the documents to be compiled. Select the files and click "Open."

Screenshot 2: Select files to combine.

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."

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.
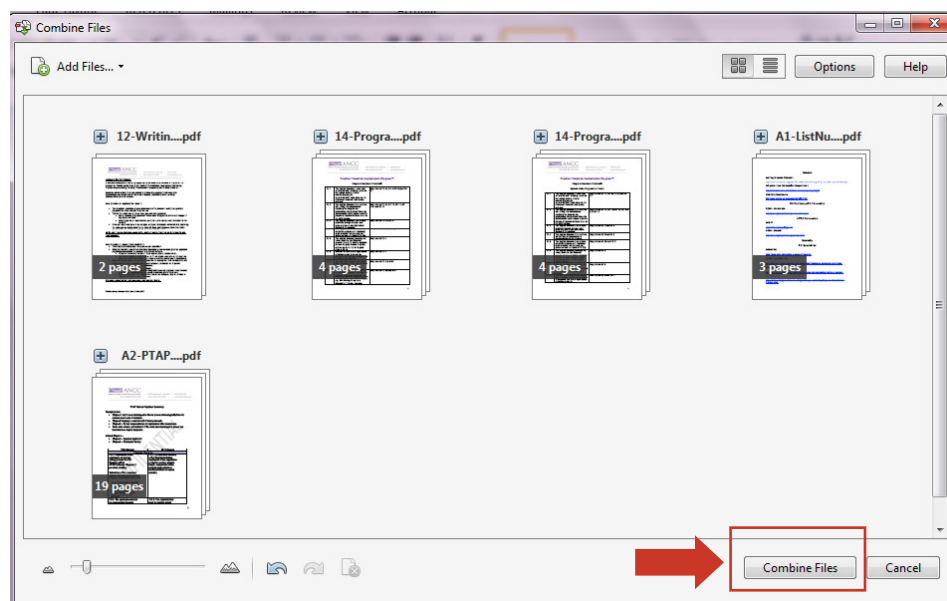
Screenshot 3: Place your files in order before selecting "Combine Files."

STEP 3

CREATING BOOKMARKS

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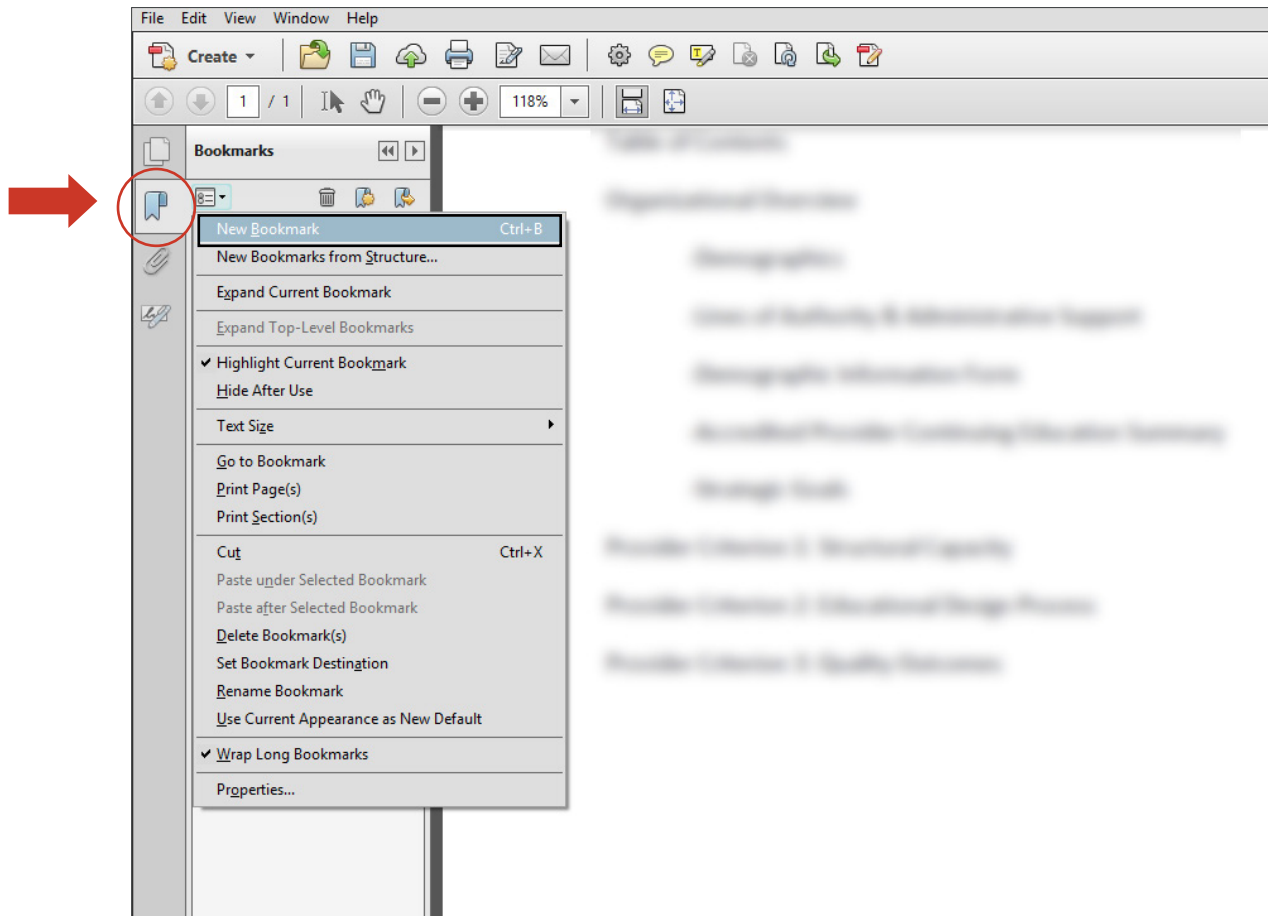
Screenshot 4: Creating a new bookmark.

Find the text in the document that you wish to make a bookmark for. Using the Text Select Tool from the Acrobat toolbar (the arrow above and to the right of the Bookmarks toolbar), 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.)
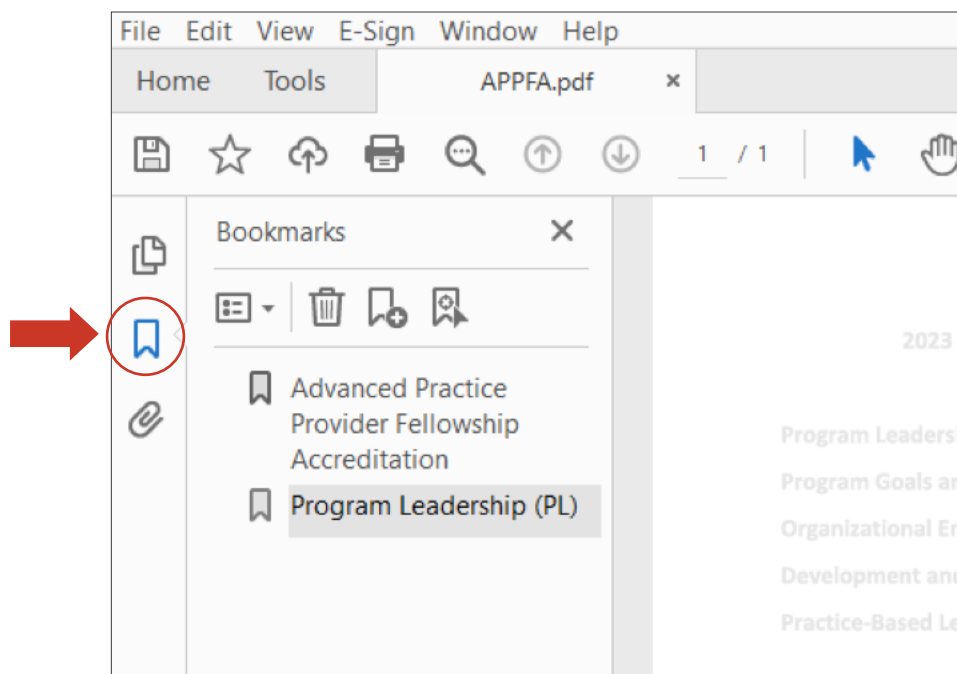
Screenshot 5: Use the Text Select Tool to highlight text to create the next bookmark.

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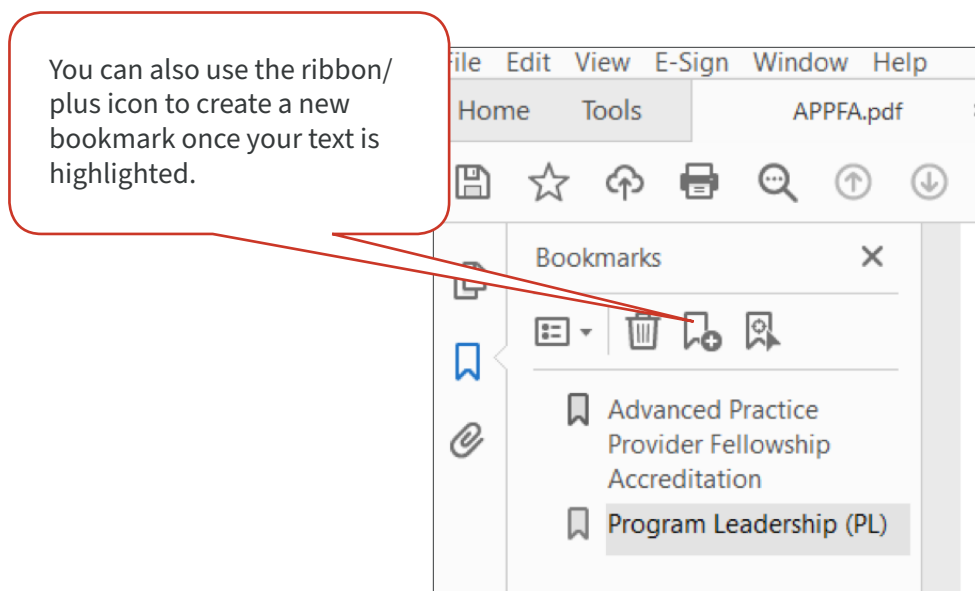
Screenshot 6: The New Bookmark icon

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 bookmarked 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 bookmarks visible in the Bookmarks Navigation pane on the left.
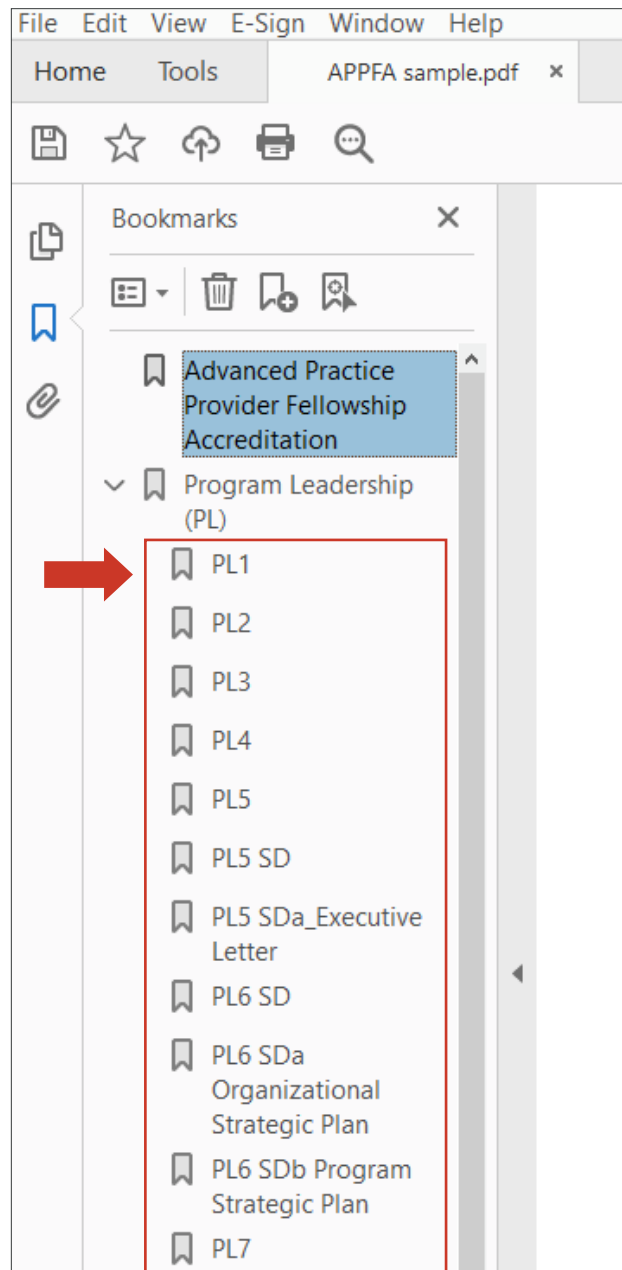
Screenshot 7: Bookmarks without hierarchy

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 bookmark in the series). Below, all of the bookmarks that will be moved to the subheaded folder "PL6" have been highlighted:
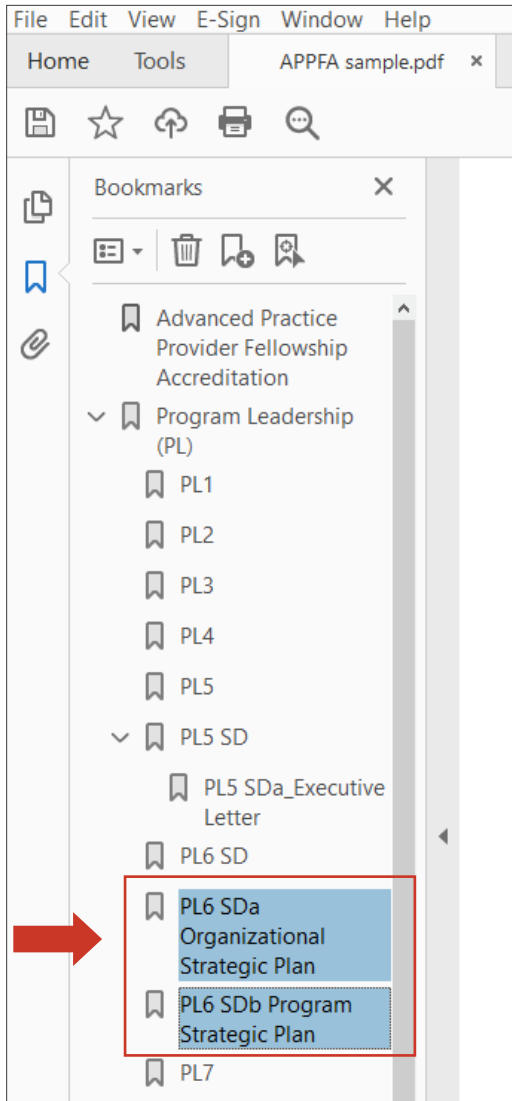
Screenshot 8: Select bookmarks to move.

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 Bookmarks Navigation pane in the picture below.
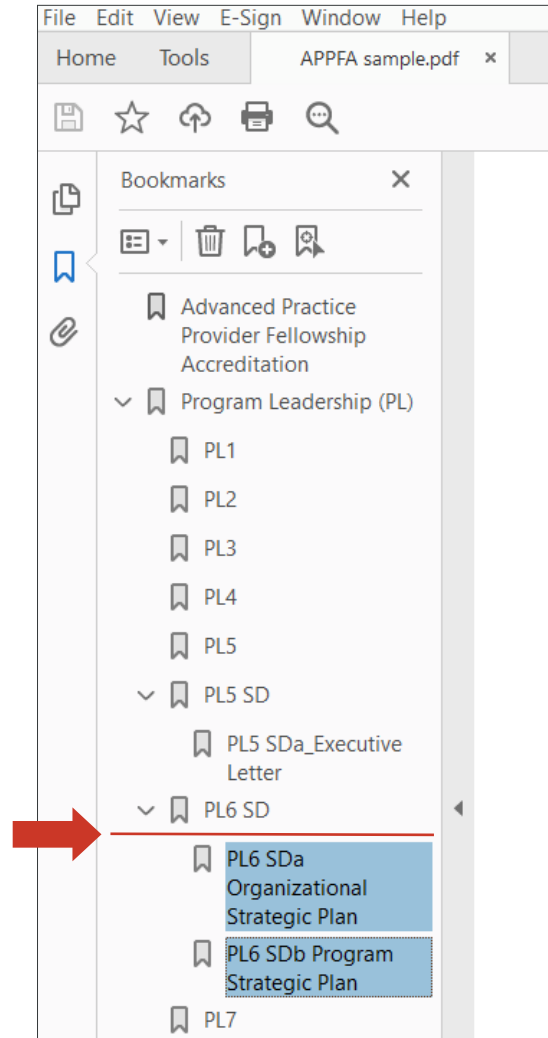
Screenshot 9: Use the black arrow to place bookmarks under the appropriate header.

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.

STEPS TO APPLY

APPLICATION PROCESS

ACCREDITATION REVIEW CHECKLIST

DOCUMENT FORMATTING TIPS

READINESS BUNDLE

The screenshot below demonstrates proper organization and formatting of an APPFA self-study document.
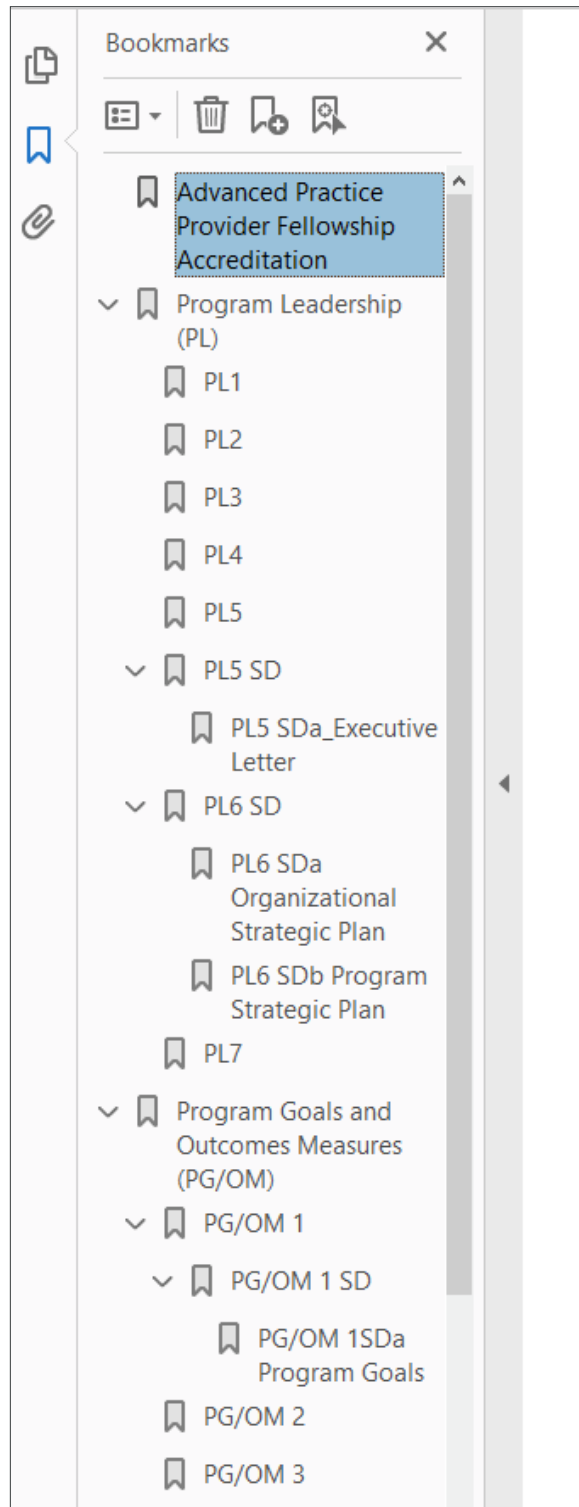
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American Nurses Credentialing Center
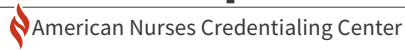
READINESS
BUNDLE

As you prepare to pursue accreditation of your Advanced Practice Provider (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.

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
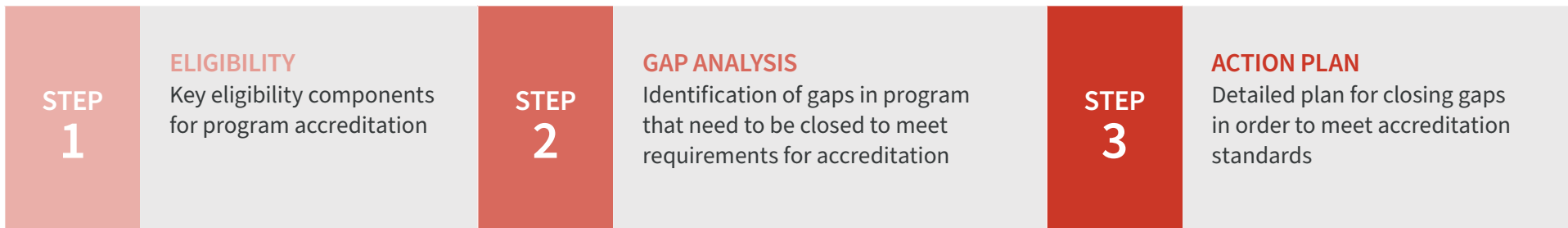
ELIGIBILITY
CRITERIA

Is my APP fellowship program eligible for accreditation?

CATEGORY: PROGRAM

The program is organized, time- or competency-bound, and consistently conducted in all sites and specialty(ies)/service line(s) during which Physician Assistants (PAs) and/or Advanced Practice Registered Nurses (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, diagnoses, 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
Is designed for PAs and/or APRNs.	A nine-month curriculum including orientation, performance opportunities in the workplace setting, and additional seminars for professional development.
Has a duration of at least nine months.	
May include orientation; must include practice-based learning and supplemental activities to promote professional development.	

COMMENTS

CATEGORY: LEARNER(S) & COHORT

Program director ensures that learners in the program meet the requirements.

LEARNERS REQUIREMENTS	COMMENTS
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.	

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

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

COMMENTS

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) — OPTIONAL (SEE GLOSSARY)

The role may be utilized to ensure program consistency.

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

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 APPFA requirements and standards.	
Compliance with all regulatory bodies that pertain to ability of site(s) and specialty(ies) to meet APPFA requirements.	
Compliance with regulatory 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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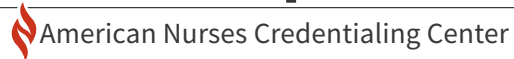
GAP ANALYSIS TOOL

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 each gap requires a structure change, which may involve a multitude of stakeholders and financial resources, or is 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: ■ Fiscal accountability ■ Advocation for resources ■ Strategic planning ■ Succession planning	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		
Program operationalized consistently throughout all sites and/or specialties/ service lines.	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		
Orientation of stakeholders involved in the program.	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		

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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: ■ Learner professional development ■ Learner competency ■ Self-reported measure (learner-focused) ■ Key stakeholder evaluation ■ Financial	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		
Program operationalized consistently throughout all sites and/or service lines.	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		
Orientation of stakeholders involved in the program.	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		

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ORGANIZATIONAL ENCULTURATION

APPFA DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Learner assimilation Focus points include: ■ Program orientation ■ Specialty standards of practice introduction	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		
Learner regulatory introduction Focus points include: ■ State and regulatory requirements ■ Credentialing and privileging ■ Legal requirements	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		
Introduction to provider performance metrics	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		

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GAP ANALYSIS TOOL

DEVELOPMENT & DESIGN

APPFA 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	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		
Program competency curriculum Focus points include: ■ Competency development ■ General competencies ■ Specialty 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		

DEVELOPMENT & DESIGN CONTINUED

APPFA 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

APPFA 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

APPFA DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Learner well-being is incorporated into the program.	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		
Practice efficiency is integrated into the program.	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		
Practice setting learning Focus points include: ■ Communication ■ Critical thinking ■ Ethics	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		

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 NO	Structure Curriculum Other	YES YES YES	NO NO NO		
		NOTES				

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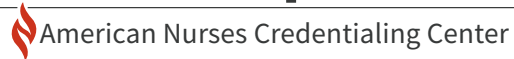
GAP ANALYSIS
TOOL-AWD

INSTRUCTIONS

The Gap Analysis tool-AWD (Accreditation with Distinction) 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 structural change, which may involve a multitude of stakeholders and financial resources, or whether it's a curriculum gap in which the program director has the authority to implement changes quickly.

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COMMISSIONER-REQUIRED STANDARD

APPFA AWD DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program contributes to organizational goals or strategic priorities.	YES NO	Structure	YES	NO		
		Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				

COMMISSIONER-REQUIRED STANDARD (PICK ONE OPTION)

APPFA AWD DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
(Co) Program Director(s) is required to participate in accredited continuing professional development (or international equivalent) related to adult learning principles or program development.	YES NO	Structure	YES	NO		
		Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Co-Program Director(s) facilitate publication and/or presentation about fellowships.	YES NO	Structure	YES	NO		
		Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				

STEPS TO APPLY · APPLICATION PROCESS · ACCREDITATION REVIEW CHECKLIST · DOCUMENT FORMATTING TIPS · READINESS BUNDLE

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GAP ANALYSIS TOOL-AWD

PROGRAM CHOICE STANDARDS (CHOOSE TWO)

APPFA AWD DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program utilizes an advisory board and/or academic partnership to achieve program goals.	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		
Development of learner knowledge of the foundations of safety science and the application of universal nontechnical skills.	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		
Diversity, equity, and inclusion initiatives are integrated throughout program and applied in practice setting.	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		

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GAP ANALYSIS TOOL-AWD

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PROGRAM CHOICE STANDARDS CONTINUED

APPFA AWD DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
The National Collaborative for Improving the Clinical Learning Environment (NCICLE) Pathways to Excellence: Expectations for an Optimal Interprofessional Clinical Learning Environment to Achieve Safe and High-Quality Patient Care is integrated.	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		
Learners engage in evidence-based practice, quality improvement, or research projects with interprofessional teams that result in practice change.	YES NO	Structure Curriculum Other NOTES	YES YES YES	NO NO NO		

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PTAP APPLICANT COLLEAGUE

SELF-STUDY REVIEW

INSTRUCTIONS

Have a colleague read your self-study document and offer constructive feedback.

As you read each criterion, score yes/no based on items that the narratives in the description and demonstration should address. Are these points answered in the narratives? Narratives should be **at least one paragraph**. SD criteria do not have narratives.

Additional considerations: Each Site & Specialty/Service Line must be addressed in the document. Only one narrative for each description and one for each demonstration.

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PTAP APPLICANT COLLEAGUE SELF-STUDY REVIEW

CRITERION	DESCRIPTION	WHO WAS INVOLVED/ RESPONSIBLE	WHAT	WHERE	WHEN DOES THIS HAPPEN	HOW DOES THE PROCESS OCCUR	WHY (if applicable)	DEMONSTRATION	VERIFIES DESCRIPTION OF STRUCTURES & PROCESSES	NAMES, ROLES, CREDENTIALS	SITE & SPECIALTY/ SERVICE LINE
PROGRAM LEADERSHIP (PL)											
PL1	● YES ○ NO	● YES ○ NO	● YES ○ NO	● YES ○ NO	○ YES ● NO	○ YES ● NO	○ YES ○ NO ● NA	● YES ○ NO	● YES ○ NO	○ YES ● NO	*Site A / Peds*
PL 1	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PL2	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PL3	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PL4	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PL5	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PL5 SDa	No Narrative							No Narrative			
PL6	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PL6 SDa	No Narrative							No Narrative			
PL6 SDb	No Narrative							No Narrative			
PL7	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	

CRITERION	DESCRIPTION	WHO WAS INVOLVED/ RESPONSIBLE	WHAT	WHERE	WHEN DOES THIS HAPPEN	HOW DOES THE PROCESS OCCUR	WHY (if applicable)	DEMONSTRATION	VERIFIES DESCRIPTION OF STRUCTURES & PROCESSES	NAMES, ROLES, CREDENTIALS	SITE & SPECIALTY/ SERVICE LINE
PROGRAM GOALS AND OUTCOMES MEASURES(PG/OM)											
PG/OM 1	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PG/OM 1 SDa	No Narrative							No Narrative			
PG/OM 2	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PG/OM 3	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PG/OM 4	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
ORGANIZATIONAL ENCULTURATION (OE)											
OE 1	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
OE 1 SDa	No Narrative							No Narrative			
OE 2	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
OE 3	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
OE 4	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
OE 5	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
OE 6	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
OE 7	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	

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CRITERION	DESCRIPTION	WHO WAS INVOLVED/ RESPONSIBLE	WHAT	WHERE	WHEN DOES THIS HAPPEN	HOW DOES THE PROCESS OCCUR	WHY (if applicable)	DEMONSTRATION	VERIFIES DESCRIPTION OF STRUCTURES & PROCESSES	NAMES, ROLES, CREDENTIALS	SITE & SPECIALTY/ SERVICE LINE
DEVELOPMENT AND DESIGN (DD)											
DD 1	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
DD 2	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
DD 3	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
DD 4	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
DD 1-4 SDa	No Narrative							No Narrative			
DD 1-4 SDb	No Narrative							No Narrative			
DD 5	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
DD 5 SDa	No Narrative							No Narrative			
DD 6	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
DD 7	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	

STEPS TO APPLY

APPLICATION PROCESS

ACCREDITATION REVIEW CHECKLIST

DOCUMENT FORMATTING TIPS

READINESS BUNDLE

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CRITERION	DESCRIPTION	WHO WAS INVOLVED/ RESPONSIBLE	WHAT	WHERE	WHEN DOES THIS HAPPEN	HOW DOES THE PROCESS OCCUR	WHY (if applicable)	DEMONSTRATION	VERIFIES DESCRIPTION OF STRUCTURES & PROCESSES	NAMES, ROLES, CREDENTIALS	SITE & SPECIALTY/ SERVICE LINE
DD 8	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
DD 8 SDa	No Narrative							No Narrative			
DD 8 SDb	No Narrative							No Narrative			
DD 9	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
DD 10	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
DD 10 SDa	No Narrative							No Narrative			
DD 11	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
DD 1-4 SDa	No Narrative							No Narrative			
DD 11 SDb	No Narrative							No Narrative			
DD 12	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
DD 12 SDa	No Narrative							No Narrative			
DD 12 SDb	No Narrative							No Narrative			

STEPS TO APPLY
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PTAP APPLICANT COLLEAGUE SELF-STUDY REVIEW

CRITERION	DESCRIPTION	WHO WAS INVOLVED/ RESPONSIBLE	WHAT	WHERE	WHEN DOES THIS HAPPEN	HOW DOES THE PROCESS OCCUR	WHY (if applicable)	DEMONSTRATION	VERIFIES DESCRIPTION OF STRUCTURES & PROCESSES	NAMES, ROLES, CREDENTIALS	SITE & SPECIALTY/ SERVICE LINE
PRACTICE-BASED LEARNING (PBL)											
PBL 1	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PBL 2	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PBL 3	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PBL 4	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PBL 5	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PBL 6	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PBL 7	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PBL 8	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PBL 9	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PBL 10	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PBL 11	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	

OVERALL COMMENTS