

2023 APPFA Standard	2020 PTAP
Program Leadership	
<p>PL 1. <i>(multisite or multi-service line/specialty only):</i> Describe and demonstrate how the Program Director is accountable for ensuring that the program is consistently operationalized throughout all sites and/or service lines and specialty(ies).</p>	<p>PL 1a. (multi-site programs) Describe and demonstrate how the Program Director is accountable for SCCs, if used, in operationalizing the program. If SCCs are not used, describe and demonstrate how the Program Director is accountable to ensure that the program is consistently operationalized throughout all participating sites.</p>
<p>PL2. Describe and demonstrate how the Program Director is accountable for orienting all key stakeholders to the program.</p>	<p>PL 3. Describe and demonstrate how the Program Director is accountable for ensuring that all individuals supporting the program are appropriately oriented to the program.</p>
<p>PL 3. Describe and demonstrate how key stakeholders contribute to the program.</p>	<p>PL 1. Describe and demonstrate how the Program Director functions as a leader to all key stakeholders involved in the program.</p>
<p>PL 4. Describe and demonstrate how the Program Director has fiscal accountability for the program.</p>	<p>None</p>
<p>PL 5. Describe and demonstrate how the Program Director advocates to executive leadership for material, financial, and programmatic workforce resources.</p>	<p>None</p>
<p>PL 5 SD 1. Submit a written letter of support from a representative of executive leadership stating how leadership within the organization supports the program through sufficient human, material, and financial resources.</p>	<p>PL 5 SD. Describe and demonstrate how the Program Director advocates to executive leadership for material, financial, and programmatic workforce resources.</p>
<p>PL 6. Describe and demonstrate how the Program Director is engaged in strategic planning for the fellowship program that aligns with the organizational strategic plan.</p>	<p>None</p>
<p>PL 6 SD a. Submit the organizational strategic plan.</p>	<p>None</p>
<p>PL 6 SD b. Submit the fellowship program strategic plan.</p>	<p>None</p>

PL 7. Describe and demonstrate how the Program Director and executive leadership engage in succession planning for the Program Director role. None

Program Goals and Outcome Measures (PG/OM)

PG/OM 1. Describe and demonstrate how the Program Director identifies program goals and outcome measures.

QO 1. Describe and demonstrate how the Program Director and leadership team identify quality outcome measures for the program.

PG/OM 1 SD a. Submit one program goal in SMART format with associated outcomes measures and data for each of the following required categories:

QO SD 1. Submit a list of program goals (in SMART goal format) and associated quality outcomes. List must include a brief description of the outcome measures, target benchmarks, and aggregate data evaluated over the past 18 months, or from initiation of program to present if less than 18 months.

Required categories:

1. Learner Professional Development
2. Learner Competency
3. Self-Reported Measure (learner focused)
4. Financial

Include one quality outcome measure from each of the following four categories (the program may choose to also report from the optional category of patient outcomes)

- Nursing professional development
- Practice-based knowledge, skills, and attitudes
- Self-reported
- Financial
- Patient outcomes

For each goal, include:

- A brief description of the outcome measure,
- A target benchmark, and
- Aggregate outcome measure data representing 24 months of data prior to self-study submission or from initiation of program to self-study submission for new programs operating less than 24 months.

To meet the requirements of PG/OM 1 SDa, programs utilizing published research tools for SMART goals must follow author requirements for tool use and data reporting. Author requirements for tool use must be followed to maintain its psychometric properties (validity and reliability) and the integrity of its measures. All research tools used in PG/OM 1 SDa must be referenced.

PG/OM 2. Describe and demonstrate how the Program Director or designee evaluates and analyzes trends in outcome measures data identified in PG/OM 1 SD.	None
PG/OM 3. Describe and demonstrate how the program is revised based on outcome measures to achieve program goals identified in PG/OM 1 SD.	QO 2. Describe and demonstrate how the program is revised based on quality outcomes in order to achieve program goals.
PG/OM 4. Describe and demonstrate how outcome measures identified in PG/OM 1 SD are shared with stakeholders.	QO 3. Describe and demonstrate how outcome data are shared with stakeholders.
Organizational Enculturation	
OE 1. Describe and demonstrate how learners are appropriately oriented to the program.	OE 2. Describe and demonstrate how residents/fellows are appropriately oriented to the program (program goals, individual goals, timeline, curriculum).
OE 1 SD a. Submit an outline of the program orientation.	OE SD 2. Submit an outline of the program orientation.
OE 2. Describe and demonstrate how learners are introduced to state and regulatory requirements related to APP practice.	None
OE 3. Describe and demonstrate how learners are introduced to how the organization interprets and applies the state and regulatory requirements for APPs to practice at the top of the learners' licensure.	OE 3. Describe and demonstrate how residents/fellows are introduced to the applicable professional scope and standards of practice (ANA Nursing Scope and Standards of Practice, specialty standards of practice, or consensus-based competencies).
OE 4. Describe and demonstrate how learners are introduced to specialty-specific standards of practice.	None
OE 5. Describe and demonstrate how learners are introduced to APP care model(s) at the organization.	None
OE 6. Describe and demonstrate how learners are introduced to the principles of provider performance metrics.	None
OE 7. Describe and demonstrate how learners are introduced to the credentialing and privileging process.	None

Development and Design	
DD 1. Describe and demonstrate how learner evaluation tools integrate applicable specialty-specific Standards of Practice.	DD 6. Describe and demonstrate how competency assessment tools integrate the appropriate scope and standards of practice (or consensus-based competencies) in applicable practice area(s) and national competencies.
DD 2. Describe and demonstrate how formative feedback and summative feedback are given to the learner when evaluating competence.	None
DD 3. Describe and demonstrate how a gap in learner competency is self-identified and/or identified by the preceptor.	None
DD 4. Describe and demonstrate how learning needs are addressed when a gap in competence is identified.	None
DD 1-4 SD a. Submit the blank competency evaluation tool used to assess learner competency for each participating service line/specialty(ies) that reflects applicable specialty-specific Standards of Practice.	DD SD5. Submit, for each workplace setting in the program, competency assessment tool(s) used to evaluate residents'/fellows' competencies.
DD 1-4 SD b. Submit one completed example of all tools for one learner that demonstrates formative feedback and summative feedback over the course of the program.	DD SD5a. Submit a completed competency assessment tool and all evaluation records from one resident/fellow demonstrating a longitudinal evaluation process.
DD 5. Describe and demonstrate how the program curriculum is developed and maintained to address competencies.	DD 7. Describe and demonstrate how the program curriculum is developed to address the competencies expected of the resident/fellow.
DD 5 SD a. Submit an outline of the program curriculum, including both general and specialty-specific curriculum.	DD SD1. Submit an outline of the program curriculum including all specialties.
DD 6. Describe and demonstrate how interprofessional team members are integrated into the program.	None
DD 7. Describe and demonstrate how the Program Director or designee selects faculty based on their expertise in adult education, program development, and/or content.	DD 1. Describe and demonstrate how the Program Director or designee selects faculty based on their expertise in adult education, program development, and/or content expertise.
DD 8. Describe and demonstrate how the Program Director or designee evaluates faculty.	DD 2. Describe and demonstrate how the Program Director or designee evaluates faculty.

DD 8 SD a. Submit tool(s) used to evaluate the performance of faculty.	DD SD 2. Submit tool(s) used to evaluate the performance of individuals developing and delivering curriculum.
DD 8 SD b. Submit a completed example of all tools provided for one faculty member.	DD SD 2a. Submit a completed example of all tools provided in DD SD2 for one individual.
DD 9. Describe and demonstrate how the Program Director or designee selects preceptors.	DD 3. Describe and demonstrate how the Program Director or designee selects individuals (preceptors) responsible for validating competencies.
DD 10. Describe and demonstrate how the Program Director or designee educates preceptors on how to assess, validate, and remediate competency of learners.	DD 4. Describe and demonstrate how Program Director or designee educates individuals (preceptors) responsible for validating competency assessment for residents/fellows.
DD 10 SD a. Submit the outline used to educate preceptors.	DD SD3. Submit the curriculum outline for the program used to prepare individuals (preceptors) evaluating resident/fellow performance in the practice setting(s).
DD 11. Describe and demonstrate how the Program Director or designee evaluates preceptors.	DD 5. Describe and demonstrate how the Program Director or designee evaluates individuals (preceptors) responsible for validating competency assessment for residents/fellows.
DD 11 SD a. Submit tool(s) used by the Program Director or designee to evaluate preceptor(s).	DD SD 4. Submit tool(s) used to evaluate the performance of individuals evaluating resident/fellow performance in the practice-based learning environment.
DD 11 SD b. Submit a completed example of all tools for one preceptor.	DD SD 4a. Submit a completed example of tools provided in DD SD4 for one individual.
DD 12. Describe and demonstrate how the learner evaluates the preceptor(s).	None
DD 12 SD a. Submit tool(s) used by the learner to evaluate preceptor(s).	None
DD 12 SD b. Submit a completed example of all tools for one preceptor.	None
Practice Based Learning	
PBL 1. Describe how mentorship is integrated throughout the program, and demonstrate how the learner engages in a mentor/mentee relationship.	PBL 4. Describe and demonstrate how mentorship is integrated into the program to facilitate professional development and lifelong learning.

PBL 2. Describe how peer support is integrated throughout the program, and demonstrate how the learner engages in peer support.	PBL 5. Describe and demonstrate how peer support is integrated into the program.
PBL 3. Describe how learner well-being initiatives are integrated throughout the program, and demonstrate how the learner applies this acquired knowledge.	PBL 6. Describe and demonstrate how resident/fellow well-being is integrated into the program.
PBL 4. Describe how the concept of professionalism is integrated throughout the program, and demonstrate how the learner applies this acquired knowledge in the practice setting.	None
PBL 5. Describe how the concept of practice efficiency is integrated throughout the program, and demonstrate how the learner applies this acquired knowledge in the practice setting.	None
PBL 6. Describe how the concept of communication is integrated throughout the program, and demonstrate how the learner applies this acquired knowledge in the practice setting.	PBL 8. Describe and demonstrate how the development and application of communication skills is integrated into the program.
PBL 7. Describe how the concept of critical thinking is integrated throughout the program, and demonstrate how the learner applies this acquired knowledge in the practice setting.	PBL 9. Describe and demonstrate how the development and application of critical thinking is integrated into the program.
PBL 8. Describe how the concept of ethics is integrated throughout the program, and demonstrate how the learner applies this acquired knowledge in the practice setting.	PBL 10. Describe and demonstrate how the development and application of ethical decision-making in the practice setting is integrated into the program.
PBL 9. Describe how the concept of interprofessional teaming is integrated throughout the program, and demonstrate how the learner applies this acquired knowledge in the practice setting.	None
PBL 10. Describe how the concept of social determinants of health is integrated throughout the program, and	None



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demonstrate how the learner applies this acquired knowledge in the practice setting.

PBL 11. Describe how the principles of billing compliance are integrated throughout the program, and demonstrate how the learner applies this acquired knowledge in the practice setting. None