ACEN | ARC-PA
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Application for Nurse Practitioner & Physician Assistant Residency Program

Initial Accreditation

Nurse Practitioner & Physician Assistant Residency Program

Accreditation Standards

First (1st) edition

Effective January 2024
Revised, January 2024

Name of Program: Enter Name of Program	**Clinical Specialty Discipline:** Enter Clinical Specialty Discipline
City and State: Enter City and State	**Dates of Site Visit:** Enter Dates of Site Visit
Is the institution applying for accreditation of multiple NP & PA residency programs? ☐ Yes ☐ No	

PREFACE

The nurse practitioner (NP) and physician assistant (PA) residency program accreditation process conducted by the ACEN/ARC-PA is a voluntary one entered into by institutions and programs that sponsor a structured educational experience for post-graduation advanced practice providers. To be eligible to apply for accreditation, programs must be operational with at least one enrolled trainee at the time of application.

The accreditation process begins with a determination of program eligibility/candidacy and involves a thorough review of the program's institutional support, *curriculum*, and self-assessment process. The program is eligible to continue its accreditation status with subsequent evaluations and commission reviews as defined in ACEN/ARC-PA polices and processes. Accreditation - Initial is an accreditation status first awarded when the program satisfactorily demonstrates the ability to meet the NP & PA Residency Program Accreditation *Standards.*

After successfully completing the initial accreditation process, the program is eligible for the status of Accreditation - Continued.

The program will be subject to denial of accreditation and to denial of future eligibility for accreditation in the event that any of the statements or answers made in documents or the application are false or in the event that the program violates any of the NP & PA Residency Program Accreditation Policies rules or regulations governing applicant programs.

ELIGIBILITY

The ACEN/ARC-PA accredits only qualified NP & PA residency *programs* offered by, or located within, institutions chartered by and physically located within, the *United States* and where NP & PA trainees are geographically located within the *United States* for their education.

Accredited *NP & PA residency programs must be* established in
  a) schools of allopathic or osteopathic medicine,
  b) colleges and universities affiliated with appropriate clinical teaching facilities,
  c) medical education facilities of the federal government, or
  d) hospitals, medical centers, or ambulatory clinics.
  e) other as approved by the governing boards for the ACEN and/or ARC-PA

The sponsoring institution must be accredited by
  a) school of allopathic or osteopathic
  b) college/university affiliated with appropriate clinical teaching facilities
  c) medical education facility of the federal government
  d) hospital, medical center, or ambulatory clinic
  e) Accreditation Association for Ambulatory Health Care (AAAHC)
  f) American Osteopathic Association (AOA)

g) Commission on Accreditation of Rehabilitation Facilities (CARF)
h) DNV Healthcare
i) Healthcare Facilities Accreditation Program
j) Middle States Association of Colleges and Schools
k) New England Association of Schools and Colleges
l) North Central Association of College and Schools
m) Northwest Association of Schools and Colleges
n) Southern Association of Colleges and Schools
o) Schools Western Association of Schools and Colleges
p) The Joint Commission
q) Higher Learning Commission (HLC)
r) other as approved by the governing boards for the ACEN and/or ARC-PA

Eligible programs *must* follow the process of and use the forms provided by the ACEN/ARC-PA.

Eligible programs *must* be operational with at least one enrolled *NP or PA P trainee* at the time of application for initial accreditation.

NP & PA RESIDENCY PROGRAM REVIEW

Accreditation of *NP & PA residency programs* is a voluntary process initiated by the sponsoring institution. It includes a comprehensive review of the program relative to the NP & PA Residency Program Accreditation Standards and it is the responsibility of the NP & PA residency program to demonstrate its compliance with the NP & PA Residency Program Accreditation *Standards*. Accreditation decisions are based on the ACEN/ARC-PA's evaluation of information contained in the NP & PA Residency Program accreditation application, the report of the virtual site visit evaluation team, any additional requested reports or documents submitted to the ACEN/ARC-PA by the NP & PA residency program or institution and the NP & PA residency program accreditation history. New unsolicited information submitted after a site visit will not be accepted or considered by the ACEN/ARC-PA as part of that accreditation review process.

PLEASE NOTE

- The term "NP & PA trainee(s)" as used in this document refers to those individuals enrolled in the *NP & PA residency program*.
- *Italics* are used to reflect words and terms defined in the glossary of the NP & PA Residency Program Accreditation *Standards*.

This version of the *NP & PA Residency Program Accreditation Standards* includes *annotations* for some individual standards. *Annotations* are considered an integral component of the standards to which they refer. They clarify the operational meaning of the standards to which they refer and may be changed over time to reflect current educational or clinical practices. *Annotations*

are not suggestions for methods of compliance. Such suggestions may be found in the NP & PA Residency Program Accreditation Manual.

NOTE ABOUT APPENDICES

Throughout this document, references are made to required content and data for required appendices. In some cases, the content is to be provided by completion of ACEN/ARC-PA developed TEMPLATES. In other cases, the program is given the latitude of displaying the data in a graphic display it designs. The program *must* also respond to all required narratives for the appendices.

Additionally, programs are required to include specific information, as listed in the table of required appendices, which may not otherwise be addressed in the body of this document.

TECHNICAL DIRECTIONS FOR COMPLETING THE APPLICATION

This application and its appendices were developed for use with Word 2010 or later for PC. As some features of the documents are NOT compatible with Word for Mac, the use of a Mac for completion is NOT recommended.

The application and appendices require programs to complete tables, provide narratives and mark text boxes. To complete the tables, left click inside the cells and type the required information. To provide narratives, left click inside the narrative boxes and begin typing. Although the fields may appear small, they will expand to allow as much text as needed. If the text extends beyond the page, the document will automatically repaginate. **DO NOT** insert tables or graphs into the boxes or fields. Please append them if required. To mark a check box, left click inside the box.

Provide log-in information for any embedded links that require passwords.

Note that words appearing in *italics* are defined in the glossary of the NP & PA Residency Program Accreditation *Standards*.

The **Provide Narrative** sections are to be answered with brief and succinct answers.

The application and appendices are "protected." You will be unable to insert or delete pages or modify anything that is not inside a text or form field. **DO NOT** attempt to unprotect the document. If you unprotect the document, there is a strong possibility that all entered data will be lost.

After you have completed the application and each appendix, use the "Save" or "Save As" command under the File menu. The application and each appendix are to be saved with the same name it was given by the ACEN/ARC-PA, with the inclusion of an abbreviation of the

program's name at the end of the document name. For example: App 1b NP & PA Residency Program Budget ABC. **Important Note – Abbreviate as necessary; the title may not exceed 30 characters, including spaces.** The application and templates provided by the ACEN/ARC-PA are to be saved in the format in which they were created. **DO NOT SAVE AS PDF.** Program-generated documents can be saved in any format. The document *must* be saved in the appropriate folder. For example: App 1b NP & PA Residency Program Budget ABC is to be saved in the Appendix 1 folder.

If you have any difficulties or questions, contact the ACEN/ARC-PA offices. Contact information can be found on the ACEN/ARC-PA website. www.nppa-accredit.org

Please submit the completed application and appendices through the ACEN/ARC-PA submission portal as directed in the Saving and Submissions Instructions at the end of the applicatoin.

Directions in the box below apply to all materials related to the Application and supporting documents. Directions *must* be followed.

1. Complete web addresses for web pages designed in support of compliance with the NP & PA Residency Program *Standards* must be readily available for site visitors at the time of the site visit and as requested by the commissions.

2. Electronic versions of ALL signed agreements with other entities providing *didactic course* or *clinical rotation* must be readily available for site visitors at the time of the site visit and as requested by the commissions.

3. Data and activities presented in ACEN/ARC-PA TEMPLATES and program-designed graphic presentations must be verifiable. Documents and materials in support of entries must be available for review during the site visit and as requested by the commissions.

APPLICATION OF RECORD: The application submitted by the program to the ACEN/ARC-PA office is considered the program's application of record. It is one component of the official program record used by the commission throughout the accreditation review process. Site visitors have been instructed **not** to accept any new or revised application materials from the program at the time of the visit. **If,** during the process of the visit, the site visitors suggest additional information or materials be submitted to the ACEN/ARC-PA office, these materials *should* be sent with the program's response to observations.

Standard 1: Sponsorship, Mission, Governance and Resources

INTRODUCTION

The administrative operation of NP & PA program includes collaboration between the program educators, the administrative and support staff, and the sponsoring organization leadership. The program provides an environment that fosters intellectual challenge and a spirit of inquiry. The sponsoring organization supports the program with sufficient and sustainable resource capacity to achieve the role-specific competencies and program outcomes.

General Program Information

Provide a one to two-paragraph overview describing the program. **Include**: a brief description of the sponsoring institution; the type and number of *NP and PA trainees* planned for admission each year; a brief description of the *curriculum* including length and how the program plans to meet its *goals*. **Include any other unique features you believe will help the Commission know the program better.**

If this overview is available on a web site, include the URL here Enter URL

Overview of the program:

Include the completed **NP & PA Residency Program Datasheet** in **Appendix 1.**

1.1   The mission/values/goals of the program are congruent with that of the sponsoring organization.

   Annotation: The mission of the NP & PA program must be congruent with the core values, mission and goals of the sponsoring institution.

Provide the mission, core values and goals of the **institution.**
Provide the mission, core values and goals of the **program.**
Describe how the mission, core values and goals of the program are **congruent with that of the sponsoring organization.**

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1.2   The program administrator is experientially and educationally qualified to facilitate the achievement of the role-specific competencies and program outcomes, and each trainee's specialty area residency program.

Annotation: The program administrator has the requisite experience, knowledge and administrative skills in the specialty of the program to facilitate the achievement of the role-specific competencies and program outcomes in the specialty areas.

This was addressed in part by completing the **NP & PA Residency Program Datasheet** for **Appendix 1**.

Provide narrative describing the criteria used for the selection of program administrator indicate who is/are the individual(s) ultimately responsible for the decision to hire.

1.3   The program administrator has the authority to:
     a. Develop and implement the mission of the program;
     b. Administer and lead the program;
     c. Prepare the program budget with program educators' input; and
     d. Administer the resources allocated to the program.

Annotation: The program administrator is responsible and has the authority for the administration of the program to include development and implementation of the mission of the program with stakeholders of the program, operate and lead the program, preparing the program budget and allocation of resources to the program.

This was addressed in part by completing the **NP & PA Residency Program Datasheet** for **Appendix 1**.

Provide narrative describing the job responsibilities of the program administrator. Indicate who is/are the individual(s) ultimately responsible for the developing the program administrator's job responsibilities.

1.4   Stakeholders have opportunities to provide input into program processes and/or decision-making.

> **Provide narrative** describing the stakeholders and their opportunities to provide input into the program process and/or decision making.

1.5 The program administrator has sufficient time and resources to fulfill the role and responsibilities.

Annotation: The program administrator has sufficient protected time and resources (e.g., human, fiscal, academic, technology, equipment) necessary to fulfill the role and responsibilities. In addition, the program administrator has sufficient protected time to provide trainees timely access for assistance and counseling regarding their academic progress.

> **Provide narrative** describing approximately the **number of hours per week/month** or year the program administrator has dedicated to the program.
>
> **Provide narrative** describing sufficiency of the **human resources** available to the program administrator to fulfill their role and responsibilities.
>
> **Provide narrative** describing sufficiency of the **fiscal resources** available to the program administrator to fulfill their role and responsibilities.
>
> **Provide narrative** describing sufficiency of the **technology resources** available to the program administrator to fulfill their role and responsibilities.

1.6 The program has sufficient and sustainable fiscal resources to support the program and its mission at all locations and for all method(s) of delivery.

Annotation: The program budget is sufficient to assure budgetary needs of the program are met to fulfill its mission at all locations and for all method(s) of delivery.

This was addressed in part by completing the **NP & PA Residency Program Datasheet** and **NP & PA Residency Program Budget TEMPATE (Excel**) for Appendix 1a

> **Provide narrative** describing the institution's approach to the allocation of financial resources for the NP & PA residency program, including the flexibility to deviate from standard practices when needed.

1.7   The program has sufficient and sustainable physical resources to support the program and its mission at all locations and for all method(s) of delivery.

Annotation: The program has sufficient physical resources (e.g., sufficient classrooms, labs and clinical practices sites for trainees; sleeping rooms for call duty, space for confidential academic counseling of trainees) to support the program and its mission at all locations and for all method(s) of delivery.

This was addressed by completing the **NP & PA Residency Program Datasheet** for **Appendix 1a** and the **Clinical Experiences (Rotation) TEMPLATE** for **Appendix 1c**.

1.8   The program has sufficient and sustainable human resources to support the program and its mission at all locations and for all method(s) of delivery.

Annotation: The program has sufficient and sustainable administrative, and staff human resources needed on a daily and ongoing basis, to support the program administrator and program educators in accomplishing their assigned tasks and to support the program and its mission at all locations and for all method(s) of delivery.

This was addressed in part by completing the **NP & PA Residency P Program Datasheet** for **Appendix 1a**.

> **Provide narrative** describing the measures used to determine sufficiency of human resources to support the program and its mission at all locations and for all method(s) of delivery.

1.9   Support services for instructional technologies are commensurate with the needs of program educators, regardless of method(s) of delivery used.

Annotation: The program has access to current technology, support services and resources for instructional technology needs of the program and program educators.

> **Provide narrative** describing access to current technology, support services and resources for instructional technology needs of the program and program educators are sufficient regardless of the method(s) of delivery used.

Standard 2: Program Educators and Preceptors

<u>INTRODUCTION</u>
Qualified NP & PA residency program educators and preceptors ensure the achievement of the role-specific competencies and program outcomes.

2.1   Program educators are educationally and experientially qualified to facilitate achievement of the role-specific competencies and program outcomes.
Annotation: The program educators have the requisite experience, and knowledge in the specialty of the program to facilitate the achievement of the role-specific competencies and program outcomes in the specialty areas.

This was addressed in part by completing the NP & PA Residency Program Datasheet for **Appendix 1a.**

> **Provide narrative** describing the criteria used for the selection of program educators. Indicate who is/are the individual(s) ultimately responsible for the decision to hire.

2.2   Program educators:
a. are sufficient in number and experience to supervise the number of trainees to achieve the role-specific competencies and program outcomes;
b. have clearly defined role(s) and responsibilities;
c. are oriented to their role(s) and responsibilities; and
d. are mentored.

Annotation: The program has sufficient program educators assigned to provide enrolled trainees with the supervision, mentorship, education, and evaluation necessary to achieve the role-specific competencies and program outcomes. In addition, the program has sufficient program educators to assure that trainees have timely access to program educators for assistance and counseling regarding their academic progress.

This was addressed (2.2b) in part by completing the **NP & PA Residency Program Datasheet** for **Appendix 1a**.

Provide narrative describing how the program determines sufficiency of program educators and experience to supervise the number of trainees to achieve the role-specific competencies and program outcomes (2.2a)
Provide narrative describing how program educators are oriented to their role(s) and responsibilities. (2.2c)
Provide narrative describing how program educators are mentored. (2.2d)

2.3   Program educators maintain expertise in their areas of responsibility and participate in professional development.

Annotation: Program educators have the expertise that represents knowledge and skills reflective of current practice within the area specialty of the program.

Provide narrative describing how program educators maintain expertise in their areas of responsibility and practice in professional development

2.4   Program educators' performance:

a. is regularly evaluated in accordance with the sponsoring organization's policy/procedure; and

b. demonstrates effectiveness in the assigned area(s) of responsibility.
Annotation: Performance evaluation of each program educator occurs in a manner and timeline consistent with sponsoring organization's policy/procedure. The evaluation includes assessments of teaching, scholarly activity, and any additional responsibilities.

Provide narrative describing how the program educators' performance is regularly evaluated in accordance with the sponsoring organization's policy/procedure (2.4a)

Provide narrative describing how the program educators demonstrates effectiveness in the assigned area(s) of responsibility. (2.4b)

2.4a	Insert URL, with specific page number if needed.
Performance Evaluation policy	

2.5   Preceptors are educationally and experientially qualified to facilitate achievement of the role-specific competencies and program outcomes in the specialty area. Annotation: The preceptors have the requisite experience, and knowledge in the specialty of the program to facilitate the achievement of role-specific competencies and program outcomes in the specialty areas.

Provide narrative describing the criteria used for the selection of the preceptors.

2.6   Program preceptors:

a. are sufficient in number and experience to supervise the number of enrolled trainees to achieving the role-specific competencies and program outcomes,
b. have clearly defined role(s) and responsibilities,
c. are oriented to their role(s) and responsibilities; and
d. are mentored.

Annotation: The program has sufficient preceptors assigned to provide enrolled trainees with the supervision, mentorship, education, and evaluation necessary to achieve the role-specific competencies and program outcomes.

Provide narrative describing how the program determines sufficiency of program preceptors and experience to supervise the number of trainees to achieve the role-specific competencies and program outcomes (2.2a)
Provide narrative describing preceptor roles and responsibilities. (2.2b)

Provide narrative describing how program educators are oriented to their role(s) and responsibilities. (2.2c)
Provide narrative describing how program educators are mentored. (2.2d)

2.7   Preceptors' performance:

   a.   is regularly evaluated by program educators and trainees; and
   b.   demonstrates effectiveness in the assigned area(s) of responsibility.

Annotation: Performance evaluation by program educators and trainees of each preceptor occurs in a manner and timeline consistent with sponsoring organization's policy/procedure. The evaluation includes assessments of teaching, and any additional responsibilities.

Provide narrative describing how the preceptors' performance is regularly evaluated by program educators and trainees (2.7a)
Provide narrative describing how the preceptors' performance is evaluated to assess their effectiveness in their assigned area(s) of responsibility. (2.7b)

Standard 3: Trainees

INTRODUCTION
Policies and services support the achievement of role-specific competencies and program outcomes.

3.1   The program's current ACEN/ARC-PA accreditation status and the ACEN/ARC-PA contact information is accurate and readily accessible to the public.

	Provided the hyperlink directly to the page of the program's website where this information is made available
ACEN/ARC-PA accreditation status	

3.2   Program and/or sponsoring organization policies that address admission, progression, completion, employment, and technology are:
- a. Publicly accessible;
- b. Current;
- c. Non-discriminatory;
- d. Communicated in a clear and timely manner; and
- e. Consistently applied to all trainees.

3.2	Insert URL, with specific page number if needed.
a. admission policy	
b. progression policy	
c. completion policy	
d. employment policy	
e. technology policy	

Program required to complete ADMISSION POLICIES AND PROCEDURES TEMPLATE in Appendix 2a.

3.3   A written employment agreement between the employer and each trainee is current and includes:
a. Specify expectations for all parties
b. Specify remuneration and benefits; and
c. Ensure the protection of the trainees.

Program required to provide a sample written employment agreement between the employer and trainee in **Appendix 2b**.

3.4   Program educators and/or administrators have input into the selection of trainees admitted into the program.

This was addressed by completing the **NP & PA Residency Program Datasheet** for **Appendix 1**.

3.5   Orientation to the program emphasizes program requirements and the trainees'
        obligations to the sponsoring organization.

        Annotation: The trainee is provided an orientation to all program requirements and
        obligations (e.g., duty hours, required curricular components, policies regarding
        moonlighting or otherwise working during the program, post-completion requirements
        or responsibilities).

Provide narrative describing how the institution provides an orientation to the program emphasizing program requirements and the trainees' obligations to the sponsoring organization.

        Provide required to provide a sample of the program's orientation agenda and
        materials in **Appendix 2b.**

3.6   Trainees must be clearly identified as such to distinguish them from students and other
        health care professionals.

        Annotation: The trainees must be clearly identified as such to distinguish them from
        physicians, medical residents, staff advanced practice provider other health care
        professionals and students.

Provide narrative describing how the institution identified trainees as such to distinguish them from students and other health care professionals.

3.7   Program records reflect that formal grievances and formal complaints related to the
        program receive due process and include evidence of resolution.

        Annotation: Program has a well-defined process and procedure for grievances and
        complaints related to the program submitted by program educators and trainees.

3.7	Insert URL, with specific page number if needed.
Grievance policy and procedure	
Complaints related to the program policy	

3.8 Trainees must be provided:
  a. Information related to instructional technologies requirements that is accurate, clear, consistent, and accessible.
  b. Orientation to instructional technologies and technological support is available.

Annotation: The trainee has access to and is orientated to current instructional technology and provided technology support for the achievement of the role-specific competencies and program outcomes in the specialty areas.

Provide narrative describing how trainees are provided information related to instructional technologies requirements that is accurate, consistent and accessible. (3.8a)
Provide narrative describing trainees' orientation to instructional technology and technology support. (3.8b)

3.9   Support services are commensurate throughout the program with those needed for role transition.
    Annotation: Support services assist the trainee to reach their academic and career goals typically include academic advising, tutoring, and health resources.

Provide narrative describing the support services to assist the trainee to reach their academic and career goals to include **academic advising**.
Provide narrative describing the support services to assist the trainee to reach their academic and career goals to include **tutoring**.
Provide narrative describing the support services to assist the trainee to reach their academic and career goals to include **health resources.**

Standard 4: Curriculum

INTRODUCTION

The NP & PA residency program demonstrates evidence of an effective curriculum that enhances trainees' abilities to provide patient-centered care and working in collegial, interprofessional teams.

Annotation: The curriculum addresses the application of medical behavioral and social sciences; patient assessment and clinical medicine; and clinical practice.

Provide narrative describing the overall curricular content of the program. The narrative should provide a general overview of the curriculum, an understanding of the duration and length of required and elective rotations, and timing of didactic curriculum in relation to rotations. The narrative should correlate with the curriculum sequence outlined in **Appendix 3a**.

Complete Curriculum Sequence TEMPLATE for **Appendix 3a.**

Does your program offer *international education experiences?* OBJ ☐ Yes   ☐ No
If **YES**, complete the rest of the application <u>and</u> complete the **International Experiences TEMPLATE** for **Appendix 3b.**

4.1   Professional standards, guidelines, and competencies are the basis for sufficient curricular depth and breadth and demonstrated capability in the clinical practice specialty area.
        Annotation: The curriculum reflects the depth and breadth needed to meet the role specific competencies and program outcomes in the specialty areas.

> **Provide narrative** describing the considerations used to determine "*sufficient* breadth and depth" of the program curriculum.
>
>

4.2   The role-specific competencies are used to:
        a. organize the curriculum;
        b. guide instruction; and
        c. direct learning activities that are appropriate for all methods of delivery.

        Annotation: The curriculum design/organization enables instruction and learning activities for the trainee to meet program outcomes.

        This was addressed in part by completing the **role-specific competencies of the trainee at the completion of the program for Appendix 3c.**

Provide narrative describing how the role-specific competencies are used to **organize the curriculum.** (4.2a)

Provide narrative describing how the role-specific competencies are used to **guide instruction.** (4.2b)

Provide narrative describing how the role-specific competencies are used to **direct learning activities that are appropriate for all methods of delivery**. (4.2c)

Include in **Appendix 4**, documents for each didactic course and clinical experience offered in the program, the program *must* have a course document that includes:
- course name,
- course description,
- course goal/rationale,
- outline of topics to be covered,
- *learning outcomes*,
- faculty instructor of record if known,
- methods of trainee assessment/evaluation, and
- plan for grading.

4.3   Emphasizing the role of the trainee, the curriculum incorporates the following concepts in all learning environments:
   a. principles in quality improvement;
   b. patient safety;
   c. patient-centered care;
   d. interpersonal and interprofessional communication;
   e. professional identity; and
   f. contemporary evidence-based practice, research, and/or scholarship.

Annotation: The curriculum has learning outcomes stated in measurable terms for all components of this standard.

4.3 a-f	List where this is taught in the program (by course/ lecture)	Provide the specific, related learning outcome.
a) principles in quality improvement;		
b) patient safety;		
c)patient-centered care;		
d)interpersonal and interprofessional communication;		
e) professional identity;		
f) contemporary evidence-based practice, research, and/or scholarship.		

4.4   To optimize healthcare outcomes, the curriculum enables the trainee to independently assume the responsibilities within a clinical practice specialty area and emphasizes:
   a. leadership capacity including delegation; prioritization, advocacy, and conflict resolution;
   b. the continuing development of clinical reasoning and performance improvement;
   c. the application of evolving biomedical and science, ethics, information literacy, and informatics;
   d. interprofessional teamwork and collaboration; and
   e. value-based care, including the evaluation of healthcare data and performance improvement methods.

   Annotation: The curriculum has learning outcomes stated in measurable terms for all components of this standard.

4.4 a-e	List where this is taught in the program (by course/ lecture)	Provide the specific, related learning outcome.

leadership capacity including delegation; prioritization, advocacy, and conflict		
the continuing development of clinical reasoning and performance improvement;		
the application of evolving biomedical and science, ethics, information literacy, and informatics;		
interprofessional teamwork and collaboration;		
e. value-based care, including the evaluation of healthcare data and performance improvement methods.		

4.5   The curriculum identifies:
   a.   the diversity of the population(s) served;
   b.   addresses the health disparities of the population(s) served; and
   c.   prepares the trainees to provide culturally sensitive care

   Annotation: The curriculum has learning outcomes stated in measurable terms for all components of this standard.

4.5 a-c	List where this is taught in the program (by course/ lecture)	Provide the specific, related learning outcome.

a. the diversity of the population(s) served;		
b. addresses the health disparities of the population(s) served; and		
c. prepares the trainees to provide culturally sensitive care		

4.6 The program assures that learning and clinical experiences are of sufficient quantity, quality, and variety for each a trainee to achieve competency in the clinical practice specialty area and to achieve the role-specific competencies and program outcomes.

Annotation: The clinical experiences provide the trainee access to sufficient patient populations, clinical procedures and other clinical experiences to achieve competency in the clinical practice specialty area and to achieve the program outcomes.

This was addressed in part by completing the **Clinical Experiences (Rotation) TEMPLATE** for **Appendix 1c** and provided **learning outcomes** for each clinical rotation for **Appendix 4.**

Include a blank copy(ies) of the **form(s) used in this process to ensure clinical sites** ability to provide needed clinical experience and **forms used by preceptors to evaluate student**s during clinical experience in **Appendix 5.**

Provide narrative describing how the clinical experience provides the trainee access to **sufficient patient populations** to achieve competency in the clinical practice specialty and to achieve the program outcomes.
Provide narrative describing how the clinical experience provides the trainee access to **sufficient clinical procedures** to achieve competency in the clinical practice specialty and to achieve the program outcomes.

Provide narrative describing how the clinical experience provides the trainee access to **other clinical experiences to** achieve competency in the clinical practice specialty and to achieve the program outcomes.

4.7   Evaluation methodologies are:
a. varied;
b. reflect established professional standards;
c. reflect clinical practice specialty area competencies; and
d. support the measurement of the program outcomes.

Annotation: The evaluation methodologies are grounded in the professional standards, reflective of current clinical practice specialty, and program outcomes; based on consideration of education theory and principles and linked to didactic courses and clinical experiences. A variety of instructional methods are selected to maximize learning, chosen based on the nature of the content, needs of the *trainee* and the defined expected outcomes.

This was addressed in by completing for each didactic course and clinical experience offered in the program, course documents that course description, course goal/rational, outline of topics to be covered, learning outcomes, method of trainee assessment/evaluation and plan for grading for **Appendix 4.**

4.8   The length of time required for program completion is:
a. congruent with the attainment of the role-specific competencies and program outcomes;
b. consistent with the purpose of the sponsoring organization; and
c. consistent with current research on best practices.

Annotation: The length of the program ensures the expected role-specific competencies and program outcomes will be met by each trainee for program completion.

Provide narrative describing how the length of time required for program completion is **congruent with the attainment of the role-specific competencies and program outcomes.** (4.8a)

Provide narrative describing how the length of time required for program completion is consistent **with the purpose of the sponsoring organization**. (4.8b)
Provide narrative describing how the length of time required for program completion is consistent **with current research on best practices**. (4.8c)

4.9   Learning experiences are evidence-based, reflect contemporary practice and nationally established patient health and safety goals, and support the achievement of the role-specific competencies and program outcomes.

Annotation: Learning experiences refers to any interaction, course, clinical experience or other experiences in which learning takes place.

Provide narrative describing how the learning experiences, are evidence-based, reflect contemporary practice and nationally established patient health and safety goals, and support the achievement of the role-specific competencies and program outcomes

4.10   Written agreements for the clinical practice learning experiences are:
   a. current;
   b. specify expectations for all parties; and
   c. ensure the protection of the trainees.

Annotation: Written and signed agreements between the advanced practice provider program and each facility involved in training, defining the responsibilities for each institution involved in the supervised clinical practice of the trainees.

Include a copy of all signed agreements in **Appendix 5**.

4.11   Learning activities, instructional materials, and evaluation methods are appropriate for all instructional delivery formats.

Annotation: Instructional delivery formats (face-to-face, remote, online, hybrid) meets the educational needs of the trainee.

Provide narrative describing how the learning activities, instructional materials, and evaluation methods are appropriate for all instructional delivery formats.

Standard 5: Evaluation

Introduction

The program *must* have a robust and systematic process of ongoing self-assessment to review the quality and *effectiveness* of their educational practices, policies, and outcomes. This process *should* be conducted within the context of the mission and *goals* of both the sponsoring institution and the program, using the *NP and PA Residency Program Accreditation Standards* as the point of reference. A well-developed process occurs throughout the year and across all components of the program. It critically assesses all aspects of the program relating to sponsorship, resources, *trainees*, operational policies, and didactic and clinical *curriculum*. The process is used to identify strengths and areas in need of improvement and *should* lead to the development of plans for corrective intervention with subsequent evaluation of the effects of the interventions. The program's data collection and evaluation *must* be submitted using forms and processes developed by the ACEN/ARC-PA. The data sources specified are considered minimums. Programs are encouraged to use additional data sources.

The NP & PA residency program demonstrates program and curricular effectiveness.
The systematic plan of evaluation contains:
a. Specific, measurable expected levels of achievement for each role-specific competency and program outcome.
b. Appropriate assessment method(s) for each role-specific competency and program outcome.
c. Regular intervals of assessment for each role-specific competency and program outcome.
d. Sufficient data to inform program decision-making for the maintenance and improvement of each role-specific competency and program outcome.
e. Analysis of assessment to inform program decision-making for the maintenance and improvement of each role-specific competency and each program outcome.
f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each role-specific competency and program outcomes.

In responding to standards **5.1 – 5.5, Complete Appendix 7 Self-Study Report (App 7 Timeline for Data Gathering Template and Self-Assessment Narrative).**

5.1   The program demonstrates evidence of *trainees'* achievement of each role-specific competency and program outcome. The plan of evaluation contains:

a. Ongoing assessment trended over time, of the extent to which trainees attain each role- specific competency and program outcome.

b. Documentation of data collection and critical analysis used in program decision-making for the maintenance and improvement of trainees' attainment of each role-specific competency and program outcome.

c. A minimum of three (3) most recent years of role-specific competency and program outcome achievement data.

Annotation: A well designed program self-assessment process reflects the ability of the program in collecting and interpreting evidence of trainee's achievement of each role-specific competency and program outcomes.

5.2 Program completion rates demonstrate evidence of program effectiveness. The expected level of achievement for program completion, with rationale, is determined by the program educators. The plan of evaluation contains:

a. Ongoing assessment trended over time, of the extent to which trainees complete the program.

b. Documentation of data collection and critical analysis used in program decision-making for the maintenance and improvement of trainees' completion of the program.

c. There is a minimum of three (3) most recent years of annual completion data.

Annotation: A well designed self-assessment process reflects the ability of the program in collecting and interpreting evidence of program effectiveness as it relates to program completion rates.

5.3 Program satisfaction rates for advanced practice providers and employers demonstrate program effectiveness. The expected level of achievement for program satisfaction, with rationale, is determined by program educators. The plan of evaluation contains:

a. Ongoing assessment of the extent to which satisfaction rates demonstrate program effectiveness trended over time, of graduates and employers.

b. Documentation of data collection and critical analysis used in program decision-making for the maintenance and improvement of graduates and employers' satisfaction rates of program effectiveness.

c. There is a minimum of three (3) most recent years of annual program satisfaction data.

Annotation: A well designed self-assessment process reflects the ability of the program in collecting and interpreting evidence of program effectiveness as it relates to satisfaction rates for advanced practice providers and employers.

5.4 Advanced practice provider employee retention rates, as applicable, demonstrate evidence of program effectiveness. The expected level of achievement for employee retention, with rationale, is determined by the program educators. The plan of evaluation contains:

a. Ongoing assessment of the extent to which retention rates demonstrate program effectiveness trended over time.
b. Documentation of data collection and critical analysis used in program decision-making for the maintenance and improvement of retention rates that demonstrate program effectiveness.
c. There is a minimum of three (3) most recent years of annual retention data.

Annotation: A well designed self-assessment process reflects the ability of the program in collecting and interpreting evidence of program effectiveness as it relates to employee retention rates.

5.5 Job placements rates, as applicable, demonstrate evidence of program effectiveness. The expected level of achievement for job placement, with rationale, is determined by the program educators. The plan of evaluation contains:

a. Ongoing assessment of the extent to which job placement rates demonstrate program effectiveness trended over time.
b. Documentation of data collection and critical analysis used in program decision-making for the maintenance and improvement of job placement rates that demonstrate program effectiveness.
c. There is a minimum of three (3) most recent years of annual job placement data.

Annotation: A well designed self-assessment process reflects the ability of the program in collecting and interpreting evidence of program effectiveness as it relates to job placements.

☐ I attest that the NP & PA Residency Program and Sponsoring Organization agrees as part of their self-assessment process to included: a) ongoing assessment of the extent to which program completion rates, program satisfaction rates, employee retention rates and job placements rate demonstrate program effectiveness over time, b) documentation of data collection and critical analysis used in program decision-making for the maintenance and improvement of program completion rates, program satisfaction rates, employee retention rate and job placements rates that demonstrate program effectiveness, and c) there is a minimum of three (3) most recent years of annual program completion data, program satisfaction data, employee retention data and job placement data.

FINAL COMMENTS

Provide any final comments here as they relate to the program's application, in relation to the *Standards*, that you believe the ACEN/ARC-PA *should* know in reviewing your program.

All accreditation applications *must* include the completed signed Statements and Signature page found at the bottom of this document.

Required Appendices for NP & PA Residency Program Accreditation Application

NOTE: The word **TEMPLATE** indicates the program is to complete an ACEN/ARC-PA designed **TEMPLATE** as found in the application materials. For other required data and materials, the program is to include a program created document. Provide log-in information for any links that require passwords.

Include the following appendices with the application:

APPENDIX	CONTENT
Appendix 1	a) **NP & PA Residency Program Datasheet TEMPLATE** b) **NP & PA Program Budget TEMPLATE** c) **NP & PA Trainee Clinical Experiences Excel TEMPLATE**
Appendix 2	a) **NP & PA Residency Program Admission and Procedures TEMPLATE** b) Electronic copy of program's brochure if program information is not *published* on program website c) Forms to be used to screen *trainee* applications or select candidates for class positions d) Blinded sample of correspondence provided to those accepted to the program including written conditions of appointment/employment, whether provided to them electronically or by paper e) Blinded sample of correspondence provided to those accepted to the program listing conditions and benefits of appointment/employment to include all areas of Standard 3.2, whether provided to them electronically or by paper. (If different from above). f) Policies demonstrating compliance with 3.2 as noted in the application. The program is NOT to include an entire manual/handbook in response to a standard about specific policy content, but only the appropriate page(s) labeled with the standard for which the page provides evidence. g) Blinded sample written employment agreement between the employer and trainee to include all areas of Standard 3.3. h) Provide a sample of the program's orientation agenda and materials to include all areas of Standard 3.5. i) Policies demonstrating compliance with 3.7 as noted in the application. The program is NOT to include an entire manual/handbook in response to a standard about specific policy content, but only the appropriate page(s) labeled with the standard for which the page provides evidence.
Appendix 3	a) **Curriculum Sequence TEMPLATE** b) **International Experiences TEMPLATE,** if applicable. The *role-specific competencies expected* of the *trainee* at the completion of the program. c) The *role-specific competencies expected* of the *trainee* at the completion of the program.
Appendix 4	Zip file containing program-created document used for **ALL** courses in the *curriculum* that *must* include at a minimum: • course name, • course description,

APPENDIX	CONTENT
	- course goal/rationale, - outline of topics to be covered, *learning outcomes,* - faculty instructor of record if known, - methods of *trainee assessment*/evaluation, and - plan for grading.
Appendix 5	a) Blank copy(ies) of forms used in the process to ensure clinical sites ability to provide trainee's access to sufficient patient populations, clinical procedures, and other clinical experiences to achieve competency in the clinical practice specialty area and to achieve the program outcomes in relation to 4.7. b) Blank copy(ies) of forms used by *preceptors to* evaluate students during *clinical experiences.* c) Copies of signed agreements between the sponsoring institution and a clinical affiliate providing clinical practice learning experiences in relation to 4.8
Appendix 6	Copies of handbooks/manuals containing policies. Providing copies of handbooks/manuals in the application of record does not negate the need for programs to append evidence of compliance in appendices as required throughout the application. The site visitors will NOT search this appendix for evidence of compliance. The documents and manuals appended to the program's application may be used by the commission, as needed, as evidence of compliance with the *Standards*.
Appendix 7	a) SSR Document, using ACEN/ARC-PA provided document **b) Timeline for Data Gathering and Analysis TEMPLATE** and self-assessment process narrative
Appendix 14	**Multiple NP & PA Residency Programs TEMPLATE**
Use space below to attach other documents in subsequently numbered appendices as needed to support responses	
Enter text	Enter text
Enter text	Enter text
Enter text	Enter text
Enter text	Enter text

Statements and Signatures for NP & PA Residency Program Accreditation Application

Enter institution name and Enter program name (collectively, "the Program"); I hereby apply to the **Accreditation Commission for Education in Nursing** (ACEN) **Accreditation Review Commission on Education for the Physician Assistant** ("**ARC-PA**") for accreditation of the NP & PA Residency Program as an Educational Program for the Physician Assistant and Nurse Practitioner in accordance with and subject to the procedures and regulations of the **ACEN/ARC-PA**. On behalf of the Program, I have read and agree to the conditions set forth in the **ACEN/ARC-PA's** most current edition of the *NP & PA Residency Program Accreditation Standards* and other materials describing accreditation and the accreditation process. I authorize the **ACEN/ARC-PA** to make whatever inquiries and investigations it deems necessary to verify the contents of this application.

The Program understands that this application and any information or material received or generated by the **ACEN/ARC-PA** in connection with the accreditation process will be kept confidential and will not be released unless the Program has authorized such release or such release is required by law. However, the fact that the Program is or is not, or has or has not been accredited is a matter of public record and may be disclosed. Finally, the **ACEN/ARC-PA** may use information from this application for the purpose of statistical analysis and education, provided that the Program's identification with that information has been deleted.

The Program hereby agrees to hold the **ACEN/ARC-PA,** its officers, commissioners, employees, and agents harmless from any and all actions, suits, obligations, complaints, claims, or damages including, but not limited to, reasonable attorneys' fees, arising out of any action or omission by any of them in connection with this application; the application process; the denial or withdrawal of the Program's accreditation or eligibility for accreditation; or any other action by the **ACEN/ARC-PA.**

Notwithstanding the above, *should* the Program file suit against the **ACEN/ARC-PA**, the Program agrees that any such suit shall be brought in a federal or state court in Cook County, Illinois and shall be governed by, and construed under, the laws of the *United States* and the State of Illinois without regard to conflicts of law. The Program consents to the jurisdiction of such courts in Cook County and agrees that venue in such courts is proper. The Program further agrees that the **ACEN/ARC-PA** shall be entitled to all costs, including reasonable attorneys' fees, incurred in connection with the litigation.

THE PROGRAM UNDERSTANDS THAT THE DECISION AS TO WHETHER IT QUALIFIES FOR ACCREDITATION AND ALL OTHER DECISIONS OF THE ACEN/ARC-PA IN CONNECTION WITH THE ACCREDITATION PROCESS REST SOLELY AND EXCLUSIVELY WITH THE ACEN/ARC-PA AND THAT THE DECISION OF THE ACEN/ARC-PA AND THE COMMISIONS IS FINAL.

I HAVE THE AUTHORITY TO ENTER INTO THIS AGREEMENT ON BEHALF OF THE PROGRAM.

The signatures of the chief administrative officer and Program Director attest to the completeness and accuracy of the information provided in this application and supporting materials.

The signatures also acknowledge that the program may not exceed the maximum numbers of *trainees* as identified in this application.

ON BEHALF OF THE PROGRAM, I HAVE READ AND UNDERSTAND THE ABOVE STATEMENTS AND I INTEND FOR THE PROGRAM TO BE LEGALLY BOUND BY THEM.

I understand and agree that the Program will be subject to an adverse accreditation action which could include denial of accreditation or withdrawal of accreditation, and that future eligibility for accreditation may be denied in the event that any of the statements or answers made in this submitted response are false or in the event that the Program violates any of the policies governing accredited programs.

Chief Administrative Officer of Program's Sponsoring **Institution:**   Enter name   Enter date
The name that appears here is deemed an electronic signature.
As listed in the Program Management Portal

Program Administrator: Enter name   Enter date
The name that appears here is deemed an electronic signature.

On-Site Material List for NP & PA Residency Program Accreditation Site Visits
The supplemental materials required for the site visit team must be available to the site visitors at least seven calendar days prior to the visit. While not all materials listed will necessarily be reviewed by site visitors, the following materials **must** be available for review prior to and during the site visit. Site visitors may not need to review all these materials and may request additional materials/documents **during the visit**

1. *Complete web addresses for web pages designed in support of compliance with the Standards must be readily available for site visitors at the time of the site visit and as requested by the commission.*

2. *Electronic versions of each course document supporting compliance must be readily available for site visitors at the time of the site visit and as requested by the commission.*

3. *Electronic versions of ALL signed agreements with other entities providing didactic or clinical experiences must be readily available for site visitors at the time of the site visit and as requested by the commission.*

4. *Data and activities presented in ACEN/ARC-PA TEMPLATES and program-designed graphic presentations must be verifiable. Documents and materials in support of entries must be available for review during the site visit and as requested by the commission.*

1) Program promotional materials and catalogs, access to the program's web site
2) Minutes from program committee meetings to include *Program Educators, curriculum,* self-assessment/planning, etc.
3) Completed affiliation agreements with other institutions involved in the program
4) List of required texts/resources for *trainees*
5) Line-item operational program budget
6) *Trainee* handbooks/manuals containing policies
7) *Written* policies re: *Program Educators* and trainee grievance and appeals process
8) Completed *trainee* contracts / appointment letters
9) *Trainee* records maintained by program
10) *Program Educators* records to include *written* job descriptions and CVs for all *Program Educators* assigned to the program.
11) Current CV for each course director
12) The complete schedule of didactic sessions for the past year and as far as planned into the future, with names of presenters, topics, and when presented.
13) Documents to include expected *trainee learning outcomes* for all didactic and clinical courses or components in the program
14) *Trainee* evaluation instruments (*written* exams, OSCEs, patient logs, *preceptor* completed performance evaluations etc.) used to evaluate *trainee* progress throughout the program
15) Tabulated composite data from trainee evaluation of courses and instructors.
16) List of *preceptors* their specialties, and their practice sites who regularly and currently provide *trainee* supervision on *clinical experiences*
17) Assignment schedule for current *trainees* completing clinical experiences
18) Individual *trainee* documentation of clinical experiences completed
19) Completed graduate *trainee* evaluations of *curriculum* and program effectiveness

20) Completed *preceptor* evaluations of *trainee* performance and suggestions for *curriculum* improvement

Saving and Submission of NP & PA Residency Program Accreditation Application and Appendices

After you have completed the application and each appendix, use the "Save" or "Save As" command under the File menu. The application and each appendix are to be saved with the same name it was given by the ACEN/ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 1b NP & PA Residency Program Budget ABC. **Important Note – Abbreviate as necessary; the title may not exceed 30 characters, including spaces.**

The application and templates provided by the ACEN/ARC-PA are to be saved in the format in which they were created. **DO NOT SAVE AS PDF.** Program-generated documents can be saved in any format.

The document must be saved in the appropriate folder. For example: App 1b NP & PA Residency Program Budget ABC is to be saved in the Appendix 1 folder.

The application must include all appendices as required and be completed according to the instructions provided. Failure to complete all components of the application exactly as instructed (narratives, templates, program-created documents, etc.) and/or failure to submit a complete application as required in the instructions may result in one or more of the following actions by the ACEN/ARC-PA:

- Removal of the program from the current ACEN/ARC-PA agenda
- Requirement for application resubmission
- Placement of the program on administrative probation
- Reconsideration of the program's current accreditation status

Determination of the appropriate action(s) is solely at the discretion of the ACEN/ARC-PA and is not subject to appeal.

The program must submit an electronic copy of the application to include:
- Complete application and all appendices.
- Completed institutional signature page. (Electronically signed is acceptable.)

The program will submit the application electronically. The ACEN/ARC-PA will contact the program approximately one month prior to the due date of the application with instructions on how to submit.

Contact the ACEN/ARC-PA staff at http://nppa-accredit.org if unclear about the directions.