



Practice Transition Accreditation Program (PTAP®) Getting Started Guide

Practice Transition Accreditation Program



GETTING STARTED INTRODUCTION

Welcome!

Congratulations on starting your adventure toward accrediting your Registered Nurse (RN) residency or RN fellowship.

This guide was created to assist you as you complete the steps along your Practice Transition Accreditation Program (PTAP®) journey. Whether you are a new applicant or 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 PTAP & Advanced Practice Provider Fellowship Accreditation (APPFA®) Team
practicetransition@ana.org

STEPS TO APPLY FOR PTAP ACCREDITATION

These steps apply to both initial and reaccrediting applicants.

PRE-APPLICATION

- Download and review the current [*ANCC 2024 PTAP Application Manual*](#). Review the current ANCC PTAP Accreditation Criteria.
- Perform a program **gap analysis**. (Note: This resource is provided as a self-directed aid. You will not submit a completed gap analysis to the 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 [**PTAP Application Form**](#) to confirm your program's eligibility according to the cycle application deadline.
- Access the PTAP Applicant Resource Center and review its webinars and tutorials. Download and begin using the required document templates. (Note: This resource center is provided only to official PTAP applicants.)

SELF-STUDY & DOCUMENT PREPARATION

- After program eligibility is confirmed, the ANCC PTAP & APPFA Team will schedule a brief welcome webinar to review the Applicant Resource Center and program eligibility letter in detail.
- Gather the program data and documentation required for your self-study submission.
- Submit the of PTAP self-study, PTAP crosswalk (if applicable), and PTAP Accreditation with Distinction (AWD) self-study (if applicable) on the assigned due date (see eligibility letter).

DOCUMENT REVIEW & SURVEY

- Distribute the learner survey to those learners identified on the PTAP Application Form (**51% response rate is required for the appraisal process to move forward**).
- Appraisers complete a qualitative review of the self-study.
- Written additional documentation may be requested from appraisers, if needed.

VIRTUAL VISIT

- Complete a virtual visit with the appraiser team to amplify, clarify, and verify findings in the self-study and additional documentation.
- Appraisers prepare a final report for the Commission on Accreditation of Practice Transition Programs (COA-PTP) based on the self-study, additional documentation, and virtual visit.

ACCREDITATION DECISION

- The COA-PTP reviews the appraiser team's final report and aggregate data from the Learner Survey.
- If submitted and review eligibility is met, the COA-PTP reviews the AWD self-study and votes on an accreditation decision.
- Program accreditation may be granted for four years.

ABOUT THE PTAP SELF-STUDY(IES)

SUPPORTING DOCUMENTATION

- Supporting documentation provides a context for understanding the program and the practice setting(s) where the program is operationalized.
- The applicant must submit self-study(ies) following the PDF bookmarking guidelines in Chapter 3 of the *ANCC 2024 PTAP Application Manual*.
- Each narrative can have up to two pieces of supporting evidence (but not required).

NARRATIVES

- Applicants will write a separate narrative to address each program criterion. A narrative is a description and demonstration (example) of how the PTAP requirements are present and operationalized within the program.
- Only one narrative description is allowed per criterion. A minimum of one paragraph per narrative component (description and demonstration) is required.

TEMPLATES

The 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 PTAP CRITERIA

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

Narratives provide an opportunity to tell how the program is adhering to the accreditation criteria and 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?
 - There should be no names in the description. This is person-agnostic but role-specific.
- Close your eyes and listen to a colleague read your description out loud.
 - Is this capturing the entire process asked about in the criterion?
 - Does your response answer the whole question?
 - Can an outsider understand your structures and processes?



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

WRITING TO THE PTAP 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.
 - Examples must include details such as names, dates, practice setting(s).
 - Talk about real people and real events.
 - The example must have the person’s name, credentials, and role. If applicable, state the practice setting. Do not use initials.
 - Tell a story about someone who went through an experience that demonstrates the component of the criteria.
- Do not attach a document in place of a written example.
 - If using a document to show something that happened, expand on how it relates to the process described and the events surrounding how it was used.
 - Additional supporting evidence in the narratives must be limited to no more than 2 documents.



Demonstrations should bring the structure, processes, and policy(ies) to life.



GENERAL TIPS FOR WRITING THE PTAP AND AWD SELF-STUDY

- Pause and reflect on the intent of the PTAP standard.
 - Determine what the question is asking, and remember to answer all parts of the criterion requirement in each response.
- Answer the standard requirement directly and completely.
- When an individual’s name is used in the narrative, indicate their position/ title to ensure the reader can follow your response.
- Give enough background/context for the reader to understand the response. You do not want the appraisers to assume anything.
 - Spell it out!
- Ask several colleagues to read your responses and tell you whether you have answered the standard requirement.

SELF-STUDY SUBMISSION CHECKLIST

SUPPORTING DOCUMENTATION

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

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

NARRATIVES

Each criterion response has a description and demonstration narrative.

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

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

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

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

Examples are written in the narrative format.

Note: Demonstrations referencing only an attachment are not accepted.

FORMATTING

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

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

The PTAP AWD document file is no longer than 30 pages.

ABOUT THE LEARNER SURVEY

PURPOSE

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

TYPES OF QUESTIONS

- The Learner Survey asks questions relevant to the presence of essential elements of a practice transition program. It covers these topics:
 - Mentor(s)
 - Preceptor(s)
 - Resource allocation
 - Orientation process
 - Program curriculum
 - Program goals and outcomes measures

REQUIRED RESPONSE RATE

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

ELIGIBILITY

- The survey invites learners who are currently in the program or who have participated in the program in the 12 months preceding the application submission date from all eligible site(s) and practice setting (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 RN residency/fellowship program. Demographics are not included in the summary.

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

- The number of learners ("N") from eligible sites and practice settings who participated in the program in the previous 12 months, including any still in the program, who completed, or who left the program, must be reported on the PTAP Application Form, regardless of their current status with the organization.
- At least 51% of the N reported on the PTAP Application Form must complete the survey. Failure to meet this threshold will result in the application review process ceasing.
- The 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 a videoconference between the applicant and the appraiser team.
- The purpose of the virtual visit is to clarify, verify, and amplify program adherence to PTAP criteria.
- PTAP appraisers utilize the virtual visit to determine operational consistency of the program across all participating sites and practice settings.

VIRTUAL VISIT DATE

- PTAP appraisers will propose three dates for the applicant to choose from for the virtual visit. Typically, the virtual visit is scheduled between five and eight weeks after document submission.
- If the 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 a conference call. Web conferencing systems with video capability (e.g., Zoom, Teams, WebEx) are required.
- The program director should communicate instructions, including what to do if the appraiser team experiences technical difficulties or cannot access the conference line, as directed.

AGENDA

- An agenda is sent 2 weeks prior to the virtual visit from the appraiser team leader.

LENGTH OF VIRTUAL VISIT

- The visit can last between 3–4 hours.
- Depending on the number of sites in a **multisite 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 (at system level if multisite program) and/or chief medical officer (as applicable).
- **Directors/managers of practice setting(s):** Required.*
- **Preceptors/faculty:** Required.*
- **Practice setting(s):** Required.*
- **Learners:** Required.*
- **Practice setting coordinator or site clinical coordinator:** May be required to participate (as applicable).

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

RECORDING THE VIRTUAL VISIT

- Recording of the virtual 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 during the virtual visit.

ABOUT PTAP

REVIEW OUTCOMES

- COA-PTP conducts a thorough, evidence-based review of the final appraiser report, aggregate survey response, and PTAP AWD self-study (when applicable).
- Following review, the COA-PTP votes to determine the outcome of the appraisal review for RN residency/fellowship programs.
- The ANCC PTAP & APPFA Team notifies the program director of the decision. The possible outcomes of the COA-PTP's vote include:

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

ACCREDITATION REVIEW CHECKLIST

The PTAP checklist is intended to guide applicants through major achievements of accreditation application and review.

NOTE

- The **pre-application phase** can last varying amounts of time depending on the preparation time required for a program to meet PTAP standards and eligibility requirements.
- The **application and review phase** generally lasts 10 months or less, with 4-months of self-study writing/cycle preparation and 6-months or less 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 [ANCC 2024 PTAP Application Manual](#). Ensure your program meets the eligibility requirements.

Complete the accompanying [Gap Analysis tool](#).

Consider attending a [PTAP 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 practicetransition@ana.org.

Download and begin to fill out the application form.

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

Set up your application email to send to the 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 practicetransition@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 PTAP applicants and are copyrighted of the ANCC.

SELF-STUDY WRITING & CYCLE PREPARATION

MONTH 1: APPLICATION & ELIGIBILITY	MONTH	YEAR
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- Read and review your eligibility letter sent by the ANCC PTAP & APPFA Team.
- Open the access link to the PTAP Applicant Resource Center. View, download, or share the following resources with your team:
 - Download and begin using the REQUIRED PTAP self-study and PTAP AWD (if applicable) templates.
 - View template tutorials and webinars focused on starting your accreditation journey.
 - Download and share the *Getting Started Guide* with your team.
- Participate in the welcome call with a member of the ANCC PTAP & APPFA Team. Prior to the call:
 - Review the welcome call webinar in the Applicant Resource Center.
 - Prepare questions.
 - Review the PTAP AWD criteria from the [2024 PTAP Application Manual](#).
- Develop a writing timeline.
- Begin writing your 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 whether your program will submit for AWD.

MONTH 2: DOCUMENT PREPARATION & WRITING	MONTH	YEAR
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- 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; SD should be finalized.
- If applicable, choose your AWD criteria (four total, see Chapter 5 of the [PTAP Application Manual](#) for full requirements). Draft your AWD self-study.

MONTH 3: DOCUMENTATION EDITING	MONTH	YEAR
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- 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 the *PTAP PDF Bookmarking Tutorial* in the Applicant Resource Center:
 - Download and review formatting in a sample bookmarked document.
 - Practice bookmarking.

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 Applicant Resource Center prior to your request.

Prepare questions and send them ahead of your request.

Determine whether your organization will submit for PTAP AWD.

The ANCC PTAP & APPFA Team will contact the program director regarding 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 your PTAP self-study and AWD self-study, and prepare for final document editing and formatting.

MONTH 4: DOCUMENTATION EDITING & FORMATTING

MONTH

YEAR

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

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

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

Combine your PTAP self-study template file with your SD into one PDF.

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

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

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

ACCREDITATION REVIEW

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

MONTH

YEAR

Submit your PTAP self-study and 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 the 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 the survey link to learners.

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

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

Select virtual visit date and time from the options given by the appraisers:

Establish an audio/videoconferencing system for the virtual visit; provide log-on information to the appraisers and a backup phone number for the program director.

Block the calendars of those expected to participate.

Review the *Virtual Visit FAQ*.

MONTH 6 OR 7: VIRTUAL VISIT	MONTH	YEAR
Complete and send in any additional documentation requested by the appraiser team. Prepare your team for their virtual visit: - Reread the FAQ sheet on the virtual visit. - Share your self-study document for full team review. - Consider hosting a mock virtual visit. Review the virtual visit agenda (sent 2 weeks before the virtual visit date); - Confirm audio/videoconferencing system information is correct as listed on the agenda. - Make final preparations for the virtual visit; provide appraisers with any required information (e.g., attendance roster). - Reach out to anyone specifically requested for an interview by the appraiser team. Host the virtual visit. Complete a PTAP survey providing feedback about your overall experience as an applicant. Celebrate that your review is complete!		

MONTH 6 OR 7: VIRTUAL VISIT	MONTH	YEAR
Confirm the calendar invitation from the PTAP/APPFA director for the decision call. Arrange for the team to be present for the call.		

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

MONTHS 10–12	MONTH	YEAR
Review the accreditation decision letter to ensure proper use of your accreditation statement. Review the <i>Accredited Program Resource Guide</i>. 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 the annual fee (to be paid in either February or August; check the review decision letter for the due date). - Submission of the annual report (requirements of the report are announced in June; program data will be collected in September, with a due date of September 30). - Reaccreditation timeline and application.		

HOW TO CREATE ADOBE PDF BOOKMARKS & OTHER FORMATTING TIPS

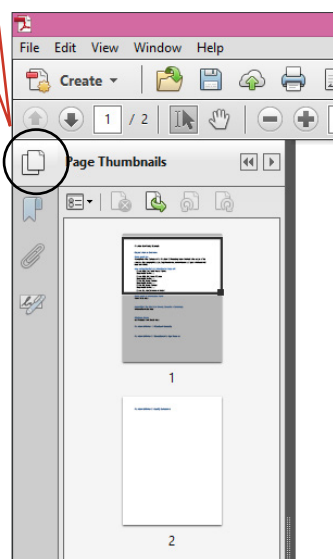
Applicant programs are required to use the PTAP self-study templates and format documents according to the [2024 PTAP Application Manual](#). The PTAP self-study and AWD self-study must be submitted as PDF-bookmarked files. Following is a written tutorial with tips on creating and organizing PDF bookmarks.

ADOBE ACROBAT ICONS

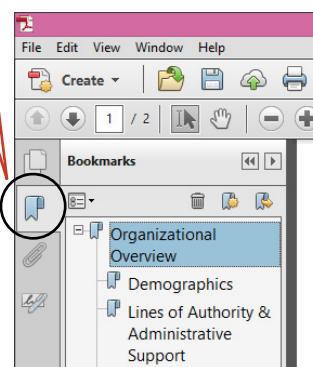
On the left side of your PDF file, you will see a series of icons; these are the navigation icons for your document.



The page icon will show thumbnails of each page of your document.



The ribbon icon will show all of your bookmarks.



COMPILING YOUR DOCUMENTS INTO A PDF

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

STEP 1

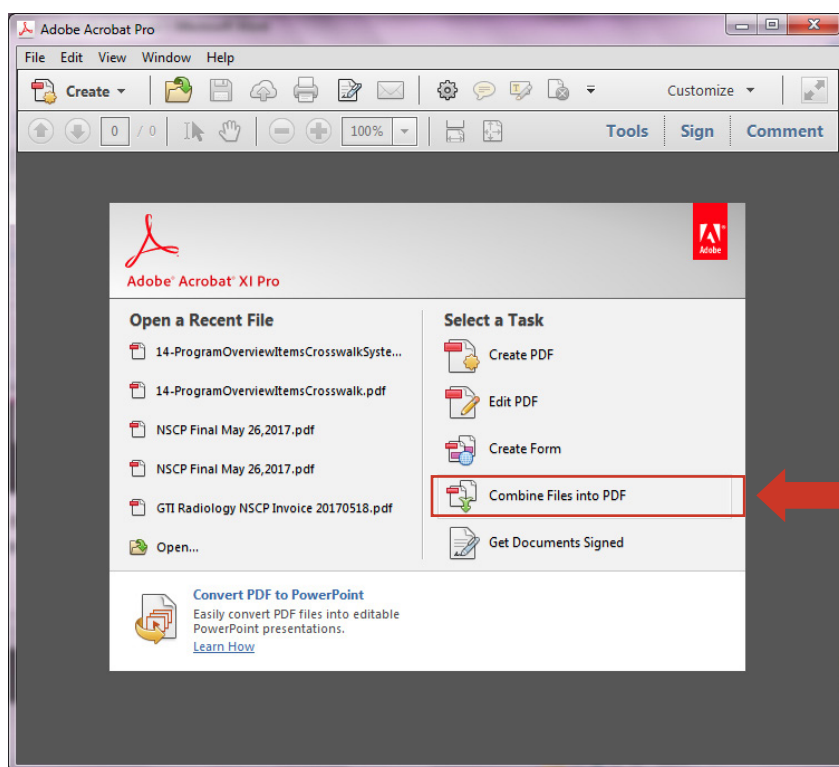
CREATE A SELF-STUDY DOCUMENT USING WORD DOCUMENT TEMPLATE

- Save your PTAP self-study document using the required template. Move on to the next step when you have finished editing all text and checked spelling, grammar, etc.
- You cannot edit the text once you have imported the document into Adobe Acrobat.
- Have your SD and any appendices saved and organized.

STEP 2

COMBINE YOUR FILES IN ADOBE ACROBAT PRO

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

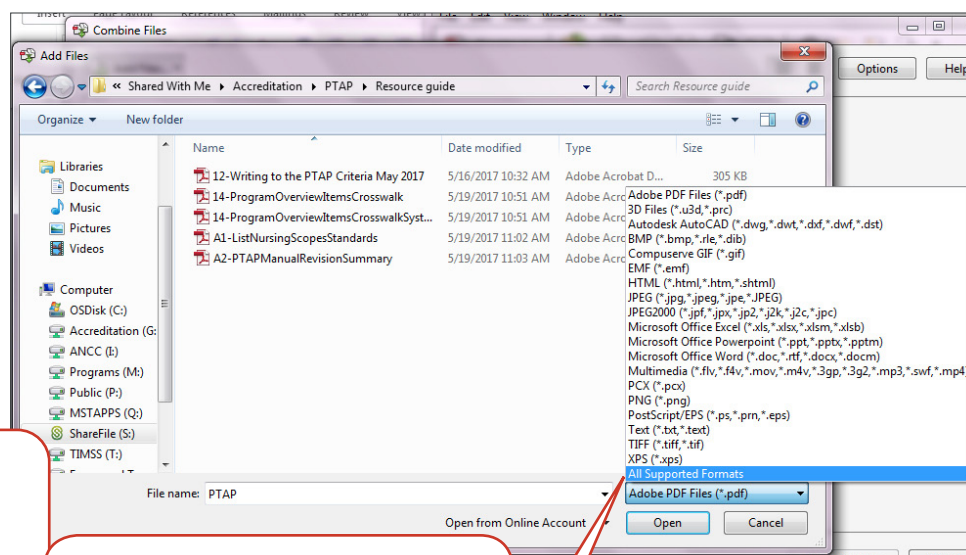


Screenshot 1: Adobe Acrobat Pro Menu

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

TIP: Have all your files ready in one folder for easy browsing.

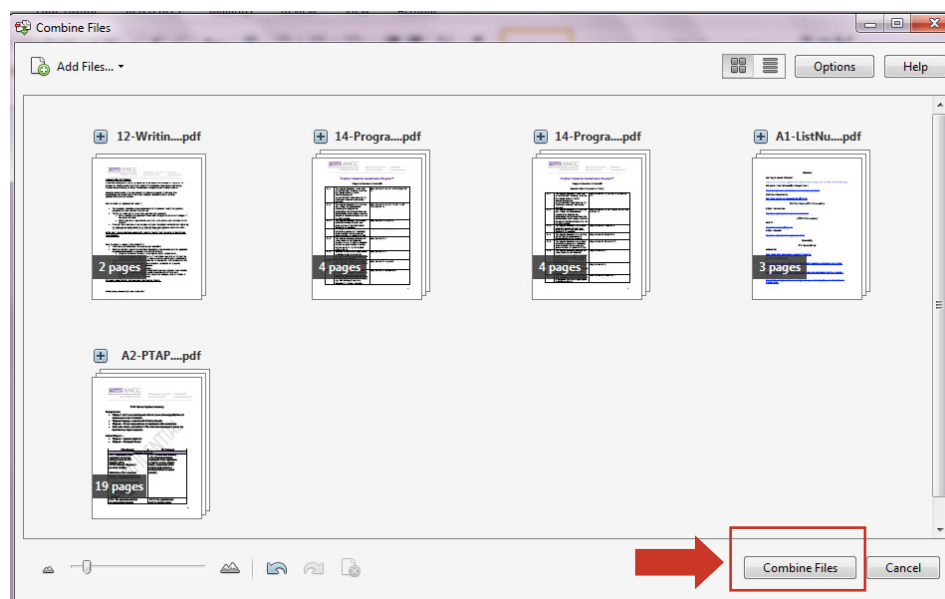
TIP: If you don't see all your files, make sure the browser is displaying “All Supported Formats.” See bottom right of Screenshot 2.



Screenshot 2: Select files to combine.

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

Your new PDF file will now open.

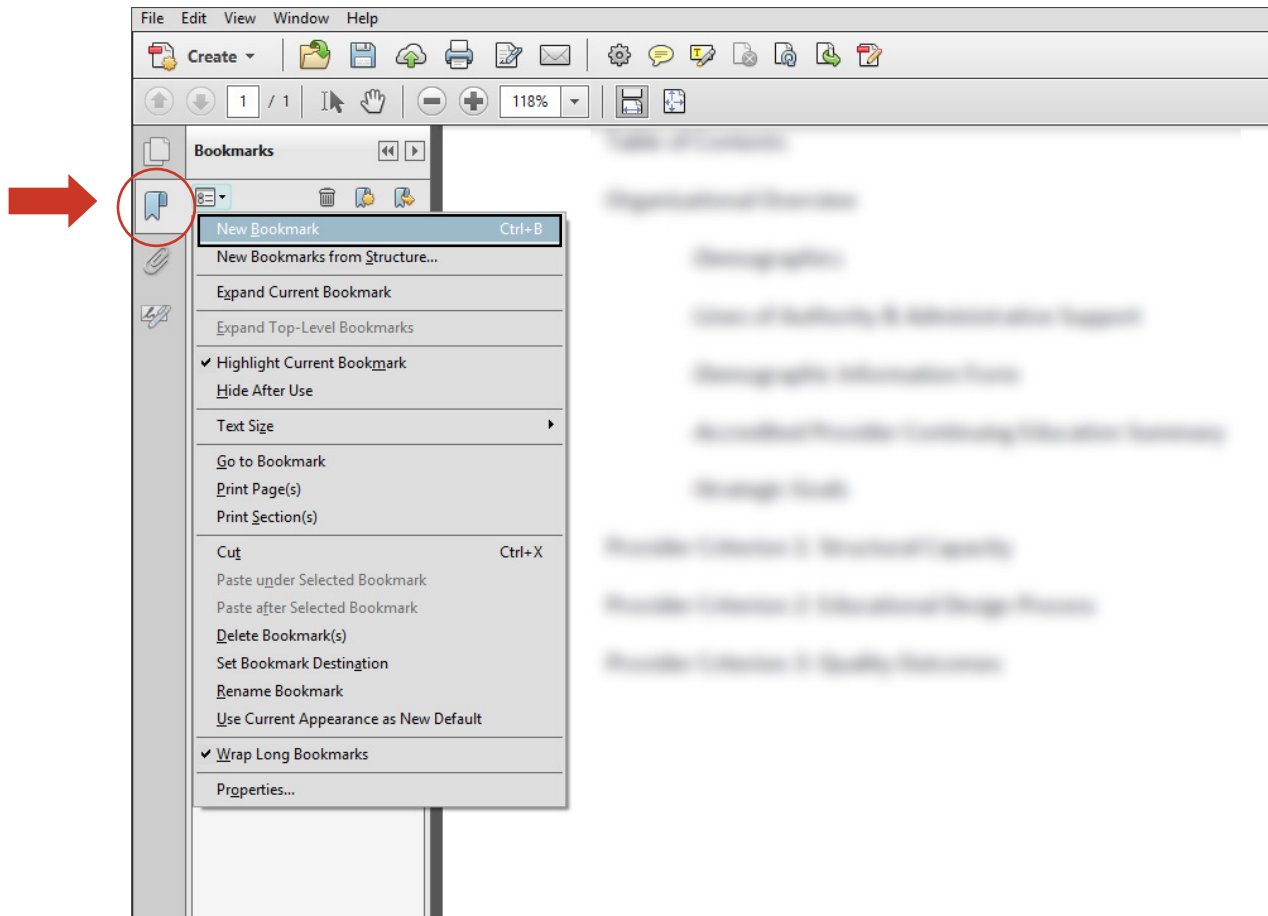


Screenshot 3: Place your files in order before selecting “Combine Files.”

STEP 3

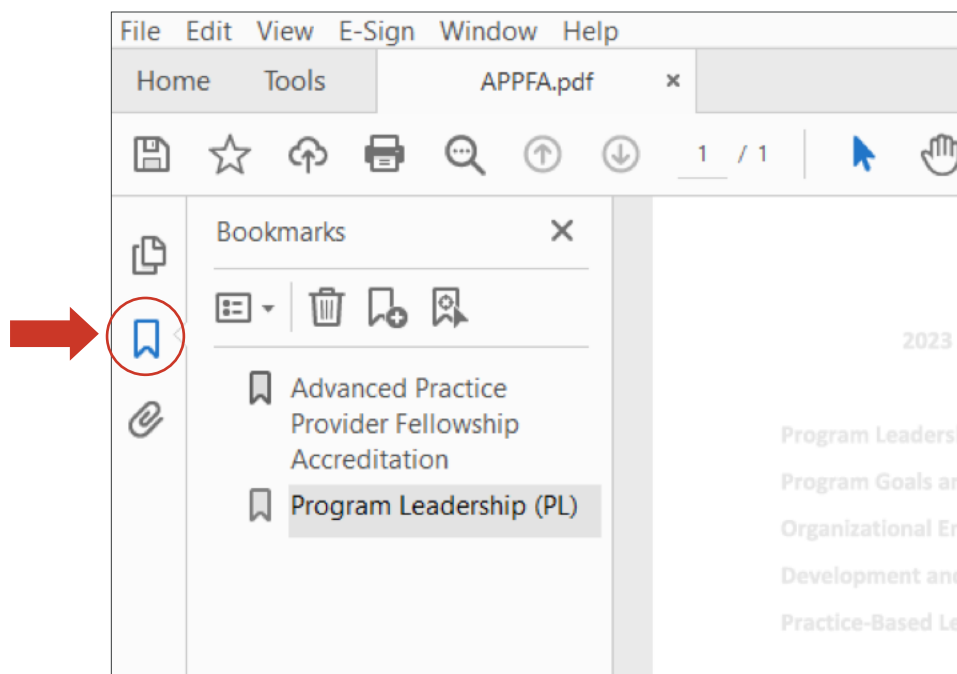
CREATING BOOKMARKS

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

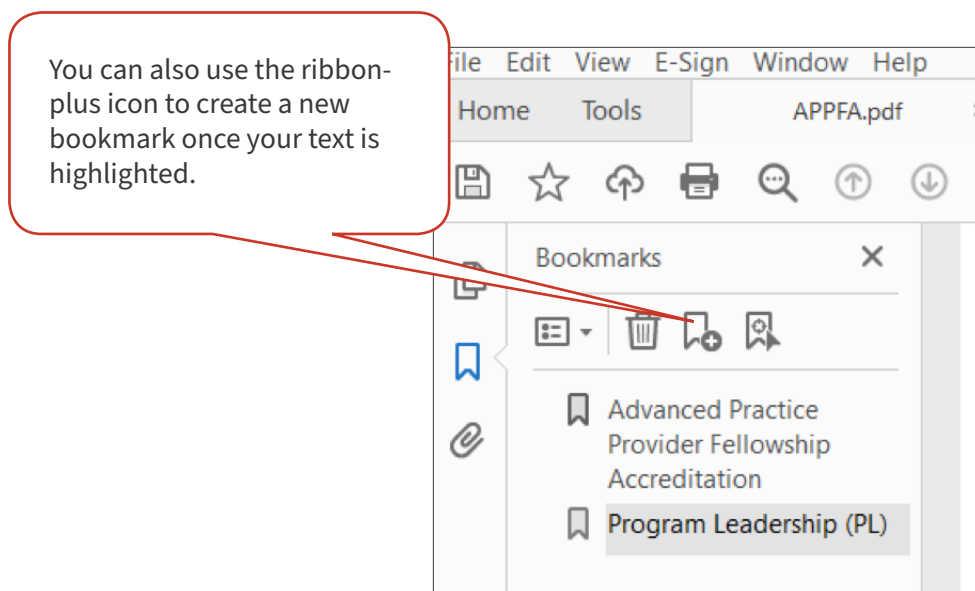


Screenshot 4: Creating a new bookmark.

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



Screenshot 5: Use the Selection Text tool to highlight text to create the next bookmark.



Screenshot 6: The new Bookmark icon

Repeat until all bookmarks are created.

STEP 4

NESTING BOOKMARKS

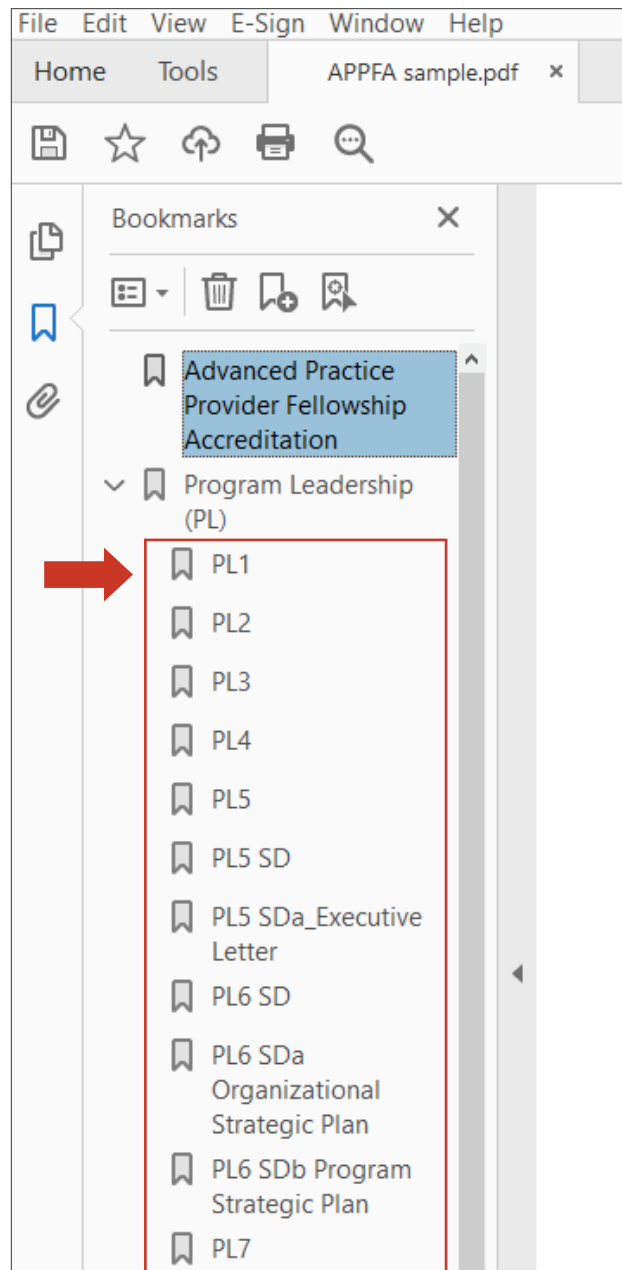
On the left, click on the ribbon icon, which opens the Bookmarks navigation pane.

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.

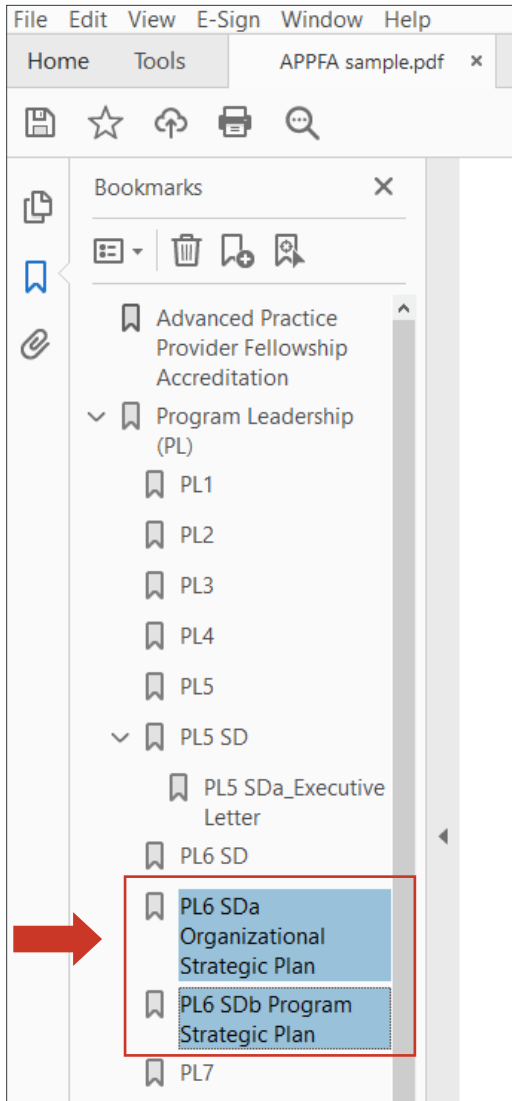
When you are finished, you will be able to jump from page to page throughout the document. Follow the steps below to nest one or more bookmarks under another bookmark.

First, make all bookmarks visible in the Navigation pane on the left.



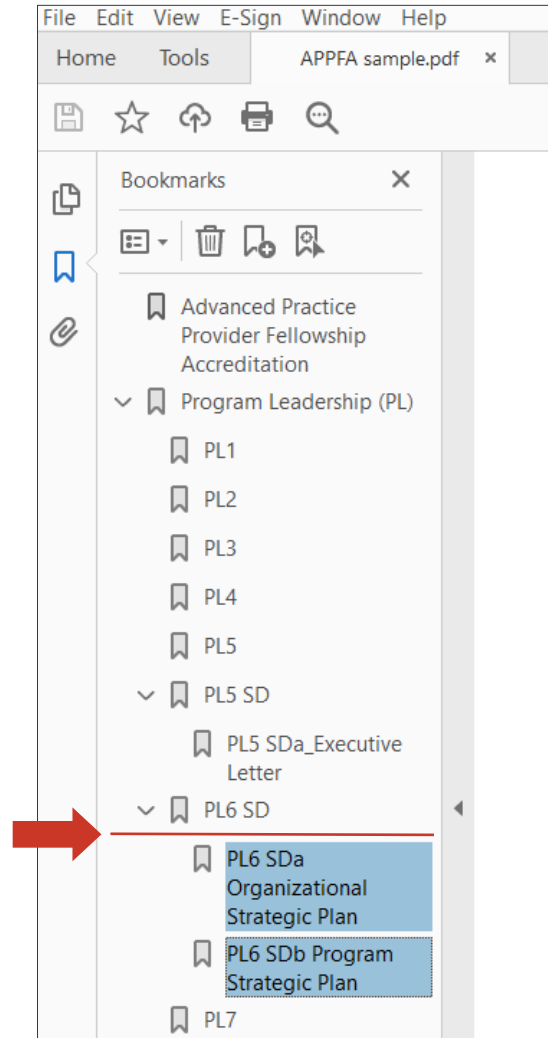
Screenshot 7: Bookmarks without hierarchy

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



Screenshot 8: Select bookmarks to move.

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

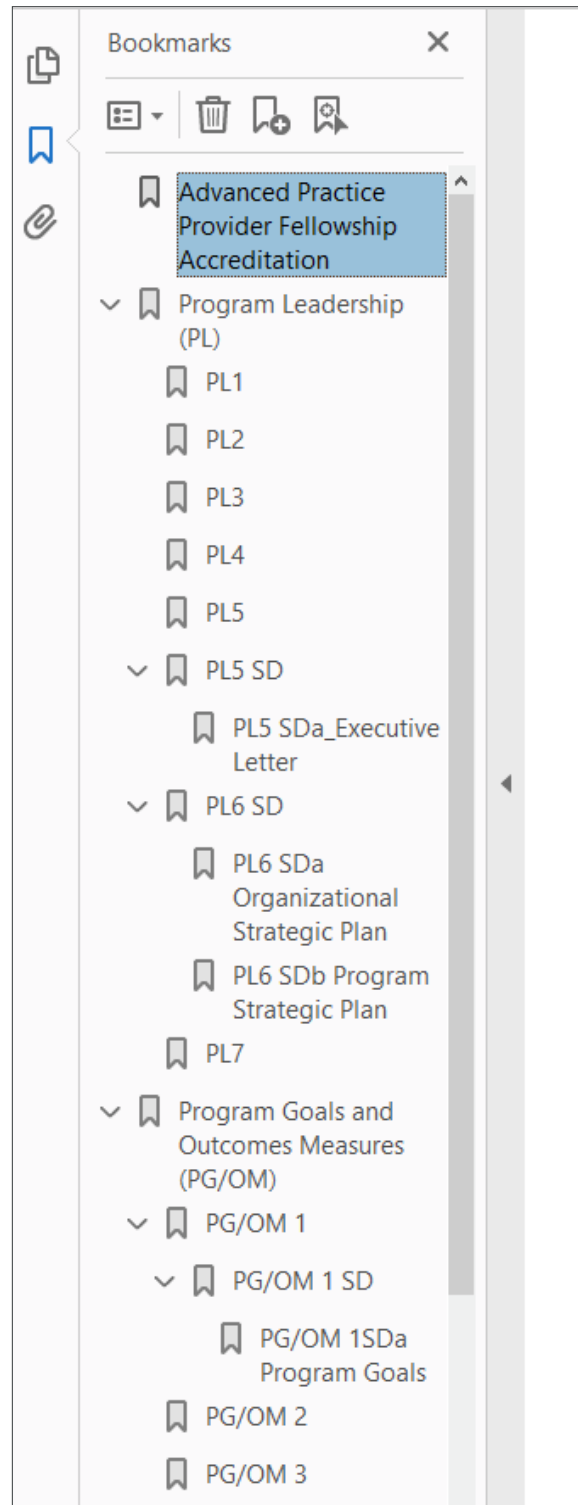


Screenshot 9: Use the black arrow to place bookmarks under the appropriate header.

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

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

The screenshot below demonstrates proper organization and formatting of a PTAP self-study.



Screenshot 10: Bookmarks were created for all required supporting documents, narrative responses, and additional evidence. Bookmarks are organized and nested appropriately.

Practice Transition Accreditation Program

 American Nurses Credentialing Center

READINESS BUNDLE

As you prepare to pursue accreditation of your RN Residency/Fellowship program, we recommend completing the tools in the readiness bundle to aid in identification of gaps in your program. This analysis will reveal opportunities for program improvement, which will lead to action plan development and the best chance for accreditation success.

Additionally, we recommend completing this review annually in your strategic planning for program revisions.

STEP 1

ELIGIBILITY

Key eligibility components for program accreditation

STEP 2

GAP ANALYSIS

Identification of gaps in program that need to be closed to meet requirements for accreditation

STEP 3

ACTION PLAN

Detailed plan for closing gaps in order to meet accreditation standards

ELIGIBILITY CRITERIA

Is my RN Residency/Fellowship program eligible for ANCC PTAP accreditation?

CATEGORY: PROGRAM

The program is organized, time- or competency-bound, and consistently conducted in all sites and practice settings during which RNs may acquire and demonstrate the knowledge and skills to deliver safe and quality care. Components may include but are not limited to:

COMPONENT	EXAMPLE	COMMENTS
Orientation (see glossary)	Organization orientation, RN-specific orientation, onboarding structured time.	
Didactic/ Classroom	Classroom setting introduction, online courses, seminars.	
Simulation	Creation of patient scenario intended to teach the learner a specific skill or set of skills; for example, therapeutic communication or myocardial infarction.	
Organizational Enculturation	Specific practices and expectations of the learner's role with patients, safety, or key processes in the organization.	
Practice-Based Learning (see glossary)	Learning done in the clinical or work setting with a preceptor or other experienced professional; working with specific patient populations, 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 licensed RN professional.

Possesses a graduate degree or higher (either the baccalaureate or graduate degree must be in nursing or an international equivalent).

Has education experience in adult learning principles.

Maintains accountability and oversight of all participating sites/practice settings.

Serves as the primary point of contact for the program.

Maintains accountability for the education design process (development, design, implementation, and evaluation) of the program.

CATEGORY: PROGRAM TYPE

RN Residency/RN Fellowship

PROGRAM REQUIREMENTS

RN Residency program is designed for newly licensed RNs with less than 12 months of experience.

RN Fellowship program is designed for experienced licensed RNs with 6 months or more of nursing experience.

RN Residency has a duration of at least *six months*.

May include orientation; must include practice-based learning and supplemental activities to promote professional development.

EXAMPLE

A six-month curriculum including orientation, performance opportunities in the practice setting, and additional seminars for professional development.

COMMENTS

CATEGORY: LEARNER(S) & COHORT

Program director ensures learners in the program meet the requirements.

LEARNER(S) REQUIREMENTS

COMMENTS

Graduated from an accredited nursing program.

Current unencumbered license (or international equivalent) as an RN.

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

Cannot be required to pay to participate in the 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 the entire program.

Indicate total number of learners who have participated in the program in the previous 12 months for each eligible site and practice setting.

CATEGORY: SITE(S)

Program director must identify participating sites when applying.

SINGLE SITE (see glossary)	MULTISITE (see glossary)	SITE COORDINATOR(S) (SC) (see glossary)
Program has one location with single or multiple practice settings.	Program has multiple locations at more than one address and may have more than one practice setting. The maximum size of an accreditable program is up to 30 sites. A minimum of one learner must have completed the program at each site within 24 months (new applicant) or 48 months (reaccrediting applicant) prior to application submission. The program director knows what site(s) the program is being conducted in. Each site has had a learner complete the program. If the site has not had a learner complete the program, the site is not eligible at this time.	<i>Required for multisite, multi-practice setting programs with 11 sites or larger:</i> Each site <i>must</i> have an SC. The SC must have a direct or dotted line of authority to the Program Director. The program director <i>may not</i> be an SC. (Optional for multisite, multi-practice setting programs with 2-10 sites and multisite, single-practice setting programs. The program director <i>may</i> be an SC.) Must maintain a current, valid license as an RN, hold a baccalaureate degree or higher in nursing, and have education and/or experience in adult learning principles.
COMMENTS		

CATEGORY: PRACTICE SETTING(S)

Program director identifies participating practice settings where the program is operationalized.

PRACTICE SETTING(S): The area in which an RN practices the nursing profession.

SPECIALTY(IES)/SERVICE LINE(S) REQUIREMENTS	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 practice settings.	
Maintain program structures and processes in all participating practice settings.	
Maintain single program director oversight and accountability in all participating practice settings.	
A minimum of one learner must have completed the program in each practice setting within a 24-month time frame (or within a 48-month time frame for reaccrediting applicants) prior to application submission.	
The program director knows what practice setting(s) the program is being conducted in. Each practice setting has had a learner complete the program. If the practice setting has not had a learner complete the program, the site is not eligible at this time.	
PRACTICE SETTING COORDINATORS (PSC) (see glossary)	
<i>Required for multisite, multi-practice setting programs:</i> Each eligible practice setting functioning in multiple sites has a PSC with a direct or dotted line of authority to the program director. (Optional for single-site, multi-practice setting programs)	
Must be a licensed RN, hold a baccalaureate degree or higher in nursing, and have education and/or experience in adult learning principles.	
This role is to coordinate the practice setting curriculums across all sites within the program to ensure consistency.	

CATEGORY: COMPLIANCE

Program director maintains oversight of program compliance.

PROGRAM DIRECTOR MUST ENSURE

COMMENTS

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

Compliance with ANCC PTAP requirements of accreditation.

Compliance with all regulatory bodies that pertain to ability of site(s) and specialty(ies) to meet PTAP requirements.

Compliance with regulation bodies pertaining to equal opportunity employment.

Compliance with all laws and regulatory and must not be excluded or barred by federal law.

Practice Transition Accreditation Program



GAP ANALYSIS TOOL

INSTRUCTIONS

The Gap Analysis tool should help you identify missing components or areas to improve upon as you begin your journey to accreditation. Program domains and focus points are listed to aid in your review, and space is provided to include gap details as well. As you investigate the details of your gap, you will notice the tool uses a “structure” or “curriculum” flag. This flag will assist you as you move to your action plan phase. You’ll be able to consider whether this gap requires a 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.

PROGRAM LEADERSHIP

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program director has roles and responsibilities throughout the program. Focus points include: ■ Fiscal accountability ■ Advocacy for resources ■ Strategic planning ■ Succession planning ■ <i>Multisite program</i>: Meet regularly with the system's highest-ranking nursing leader to report on program	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Program operationalized consistently throughout all sites and/or practice setting(s) <i>For multisite and multi-practice setting programs must have a quality assurance process (see manual definition and process)</i>	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Orientation of stakeholders involved in the program	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				

PROGRAM GOALS & OUTCOMES MEASURES

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS	IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program SMART goals and outcomes measures Focus categories include: ■ Learner professional development ■ Learner competency ■ Self-reported measure (learner-focused) ■ Stakeholder evaluation ■ Financial	YES NO	Structure YES NO Curriculum YES NO Other YES NO NOTES		
Program revised based on outcomes measures to achieve program goals	YES NO	Structure YES NO Curriculum YES NO Other YES NO NOTES		
Outcomes measures shared with key stakeholders	YES NO	Structure YES NO Curriculum YES NO Other YES NO NOTES		

ORGANIZATIONAL ENCULTURATION

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Learner assimilation Focus points include: ■ Program orientation ■ Participating site(s) and practice setting(s)	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Learner scope and standards introduction Focus points include: ■ ANA Scope and Standards of Practice (or international equivalent) ■ Practice setting scope and standards of practice	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				

DEVELOPMENT & DESIGN

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program competency infrastructure Focus points include: ■ Learner evaluation competency tools ■ Competency formative and summative feedback ■ Competency gap identification	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Program competency curriculum Focus points include: ■ Competency development ■ General competencies ■ Practice setting competencies	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Interprofessional team members are integrated into the program. Focus points include: ■ Faculty selection ■ Faculty evaluation	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				

DEVELOPMENT & DESIGN CONTINUED

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program preceptors	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
Focus points include:		Other	YES	NO		
■ Preceptor selection		NOTES				
■ Preceptor education						
■ Preceptor evaluation (by program director/designee and by learner)						

PRACTICE-BASED LEARNING

PTAP DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Supportive guidance Focus points include: ■ Mentorship ■ Peer support ■ Interprofessional teaming	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				

PRACTICE-BASED LEARNING CONTINUED

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

PRACTICE-BASED LEARNING CONTINUED

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

Practice Transition Accreditation Program



GAP ANALYSIS TOOL-AWD

INSTRUCTIONS

The Gap Analysis tool-AWD (Accredited 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.

COMMISSIONER-REQUIRED STANDARD

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

COMMISSIONER-REQUIRED STANDARD (PICK ONE OPTION)

PTAP AWD DOMAIN REQUIREMENT	GAP?	GAP DETAILS	IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
Program director is required to participate in accredited continuing professional development (or international equivalent) related to adult learning principles or program development.	YES	Structure		
	NO	Curriculum		
		Other		
		NOTES		
Program director facilitates publications and/or presentations about transition to practice.	YES	Structure		
	NO	Curriculum		
		Other		
		NOTES		

PROGRAM CHOICE STANDARDS (CHOOSE TWO)

PTAP 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	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Development of learner knowledge of the foundations of safety science and the application of universal nontechnical skills.	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				
Diversity, equity, and inclusion initiatives are integrated throughout program and applied in practice setting.	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
		NOTES				

PROGRAM CHOICE STANDARDS CONTINUED

PTAP AWD DOMAIN REQUIREMENT	GAP?	GAP DETAILS			IMPLEMENTATION RECOMMENDATION FOR DESIRED STATE	ACTION PLAN
<i>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</i> is integrated throughout the program and applied in the practice setting.	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
	NOTES					
Learners engage in evidence-based practice, quality improvement, or research projects with interprofessional teams that result in practice change.	YES	Structure	YES	NO		
	NO	Curriculum	YES	NO		
		Other	YES	NO		
	NOTES					

Practice Transition Accreditation Program



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 and practice setting must be addressed in the document. Only one narrative for each description and one for each demonstration.

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 & PRACTICE SETTING
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 (multisite and multi-practice settings only)	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
PL 1 SDa	No Narrative										
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	
PL8 (multisite program only)	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 & PRACTICE SETTING
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 2 SDa	No Narrative							No Narrative			
OE 3	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO NA	YES NO	YES NO	YES NO	
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			

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 & PRACTICE SETTING
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	
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			

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 & PRACTICE SETTING
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	

OVERALL COMMENTS