



# NATIONAL NURSE PRACTITIONER RESIDENCY & FELLOWSHIP TRAINING CONSORTIUM

## TRACK One:

New Fellowship/Residency Programs: Program Planning, Launching and Support

## Workshop 2:

Foundational Tools: Anchoring Your Program Around the Accreditation Standards

**Presenter: DoQuyen Huynh**, DNP, FNP, ARNP, Principal Consultant at Bridgestone Consulting, NNPRFTC Accreditation Commission Chair

**Moderator: Patricia Dennehy**, DNP, RN, FNP, FAAN, NNPRFTC Membership Committee Chair

**Time: 2:30-3:45pm**



# **FOUNDATIONAL TOOLS: ANCHORING PROGRAM AROUND THE ACCREDITATION STANDARDS**

DoQuyen Huynh, DNP, FNP, ARNP  
Chair – Accreditation Commission

# LEARNING OBJECTIVES

1. Participants will understand how the accreditation standards provide an anchor for program structure, design and content.
2. Participants will learn strategies to pair curricular elements with evaluation.
3. Participants will learn about the process and timeline for applying for accreditation.

# GETTING TO KNOW YOU

Please drop in the chat box your name & title, organization, state/location of your practice, and your favorite quote from a movie or book

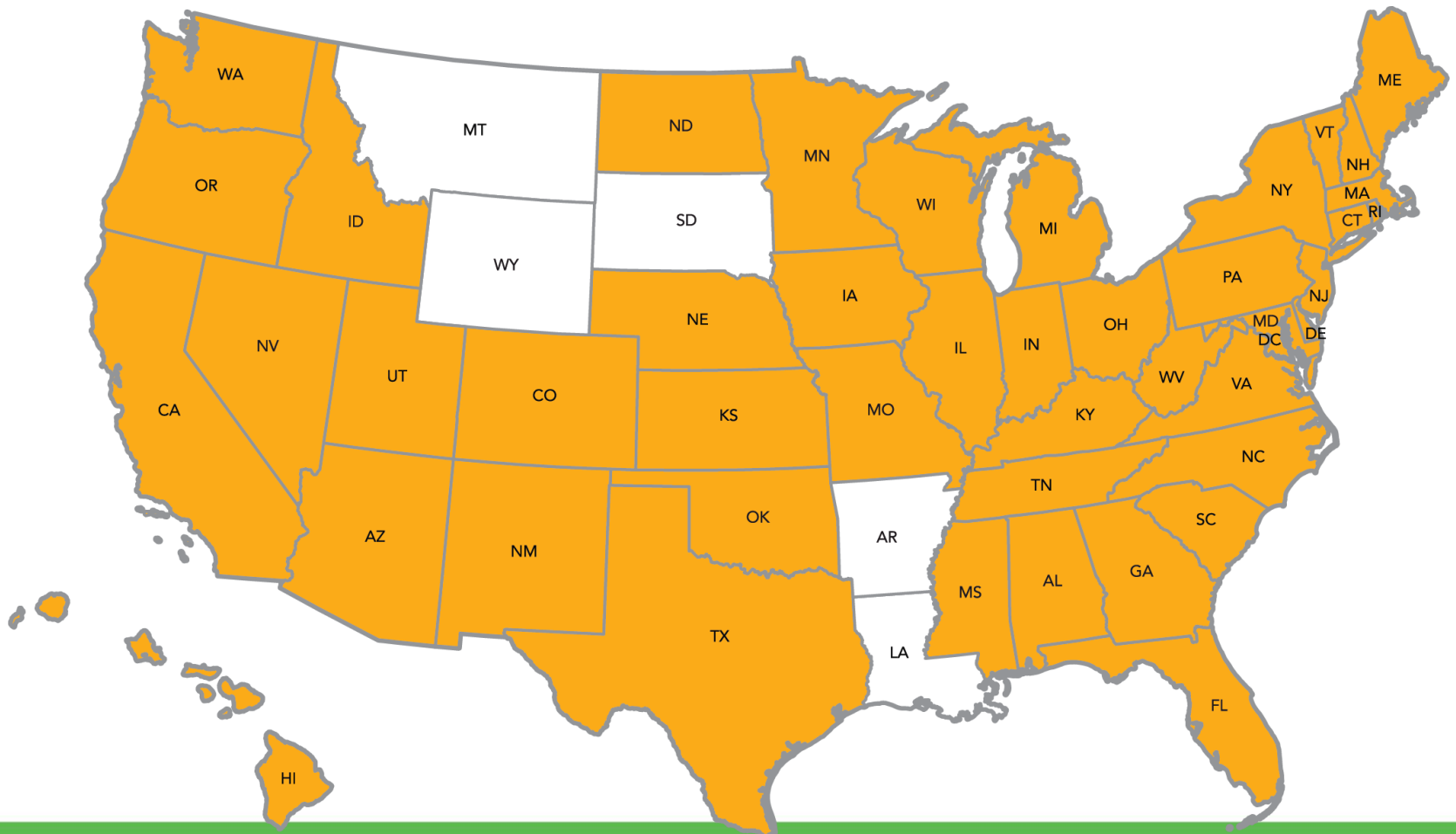
DoQuyen (Quyen) Huynh, DNP, FNP, ARNP

- Equity, Social Justice & Strategy Manager for WA State Health Care Authority, WA
- Director - DNP-FNP Program at Seattle University, WA
- Principal Consultant – Bridgestone Consulting, Seattle, WA
- Chair – Accreditation Commission, NNPRFTC

“In the moment when I truly understand my enemy, understand him well enough to defeat him, then in that very moment I also love him”

-Ender’s Game

## Primary Care, Psychiatric/MH and Specialty Postgraduate Training Programs -Total 253 Programs Nationally



# Accreditation Defined

External, independent review of a health care training program against nationally-accepted standards and its own policies, procedures, processes and outcomes (AAAHC)

- ◆ Peer-reviewed, voluntary program evaluation
- ◆ Practice-based determination of adherence to National Standards
- ◆ Public recognition of excellence
- ◆ National acknowledgement of quality



# NNPRFTC's **Standards** Drive Excellence in **Program** Design and Training

**Standard 1:** Mission, Goals and Objectives

**Standard 2:** Curriculum

**Standard 3:** Evaluation

**Standard 4:** Program Eligibility

**Standard 5:** Administration

**Standard 6:** Operations

**Standard 7:** Staff

**Standard 8:** Postgraduate  
Trainee Services





- Recruitment and retention of PCPs are crucial in patient care
- To educate and retain NPs
  - Prepare NPs for post-graduate autonomy
  - Improve confidence and competence
  - Improve job satisfaction
- Specific objectives within general goals
  - Detailed curriculum



# Standard 1: MISSION

- Define the core purpose of your program
- Clear and concise focus
- Remain constant over time even when components or activities change

*Tip –  
Be clear and concise, while also  
communicating the essential components*



# Communicating Your Mission

- Reflected in your core program documents
- Driver for your internal decision making
- Clearly communicated for the benefit of applicants and partners



## Standard 2: CURRICULUM

- Structure: clinical-based practice
- Regular didactic sessions
- System-based learning & QI
- Leadership & professional development

# Curriculum Development

Start with end goals then build backwards:  
Understanding By Design Framework (UbD™ )

- Step 1: Identify Desired Results
  - This leads back to vision and mission
- Step 2: Determine Assessment Evidence
  - Sounds counter intuitive to be thinking of evaluation and assessment before planning the activities but...
  - Allows the designer to think ahead of what those learning activities must include in order to meet the end results.
- Step 3: Plan Learning Experiences
  - This is where you get into the granular of your curriculum, asking questions of who, what, when, where, why and how.

# Map Curriculum to Competencies and Benchmarks

- Clinical Competencies & Practice Knowledge
  - Clinical experiences: depth, breadth, variety, and volume including medical conditions/diagnoses and patient demographics
  - Structured experience in progressive responsibilities for patient management
  - Clinical experience must have learning objectives
- Communication Skills
  - Crucial part of daily work for patient care & for a productive learning environment
- Professionalism
  - Simple, but necessary. How will your program set benchmark for professionalism and professional mentorship?
- System-based Practice
  - Assessment of community, environmental, and socioeconomic influences on health
  - Data driven
  - Social determinants of health & health equity
- Interprofessional Collaboration & Education
  - Team-based care & multidisciplinary approach to holistic care



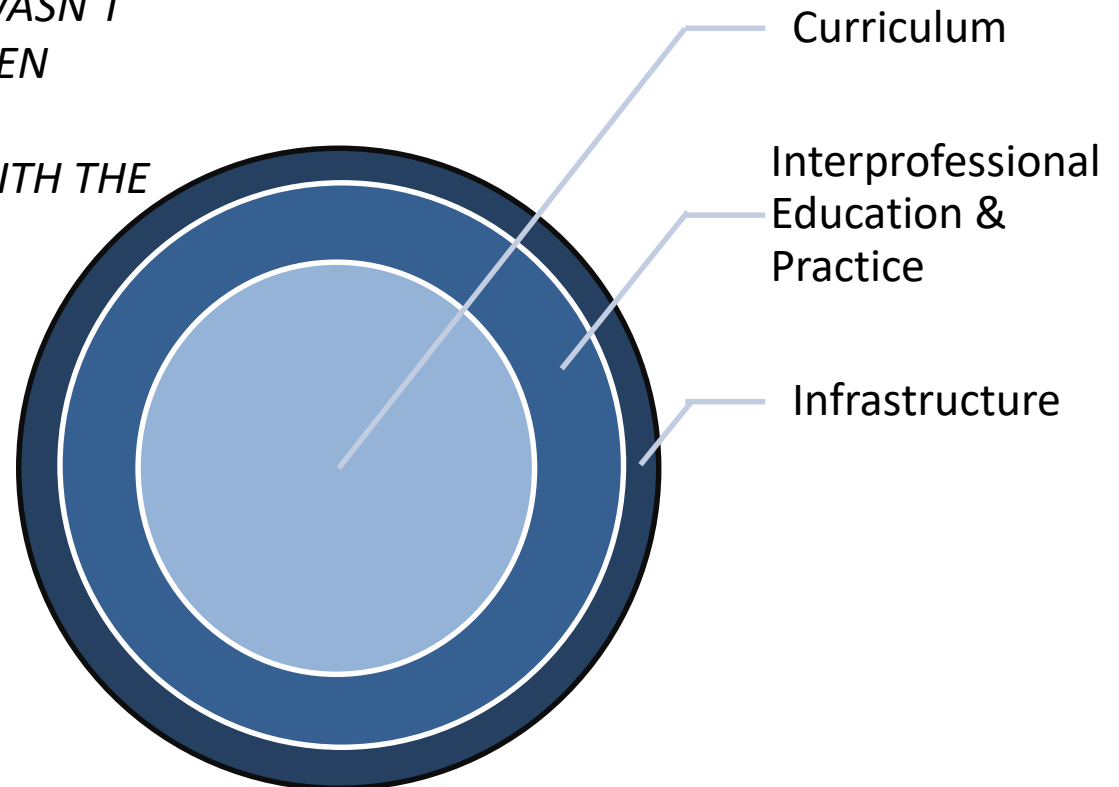
# POLLING QUESTION

- Do you have a formal written curriculum or handbook for your residency/fellowship?
  - Yes
  - No

# Curriculum Development

***WRITTEN CURRICULUM: IF IT WASN'T DOCUMENTED, IT DIDN'T HAPPEN***

***COLLABORATION & SYNERGY WITH THE NNPRFTC COMMUNITY***



# Standard 3- EVALUATIONS: FORMATIVE & SUMMATIVE

Organizational

Programmatic

Learners

Faculty/Preceptors

Staff

Patients

Communities



## Standard 4- ELIGIBILITY

- Program located in the US
- Settings that may include, but are not limited to:
  - Federally qualified health centers (FQHCs) and FQHC look-alike organizations
  - Nurse managed health centers
  - Other safety net settings such as the Indian Health Service
  - Veterans Health Administration system
  - Hospitals and Integrated Health Systems
  - Private clinic systems and practices
  - Academic health centers/medical centers, both public and private
- Sponsoring organization must be accredited (i.e. AAAHC, Joint Commission)
- Applicants must be:
  - Graduates from accredited NP programs
  - Board certified

## Standard 5 - ADMINISTRATION

- Single sponsored organization:
  - Sufficient resources: financial & personnel
  - Committed to the success of the program
  - Can have affiliation with academic institutions
  - Clear written formal agreements with external partners as appropriate

## Standard 6- OPERATIONS

- Operational policies & procedures are foundational for a strong program
- Formal agreement between employer and trainee: terms, conditions, benefits
- Policy examples:
  - Precepting
  - Clinical/didactic work
  - Grievance & disciplinary
- HR support
- Adequate program staff

## Standard 7 - STAFF

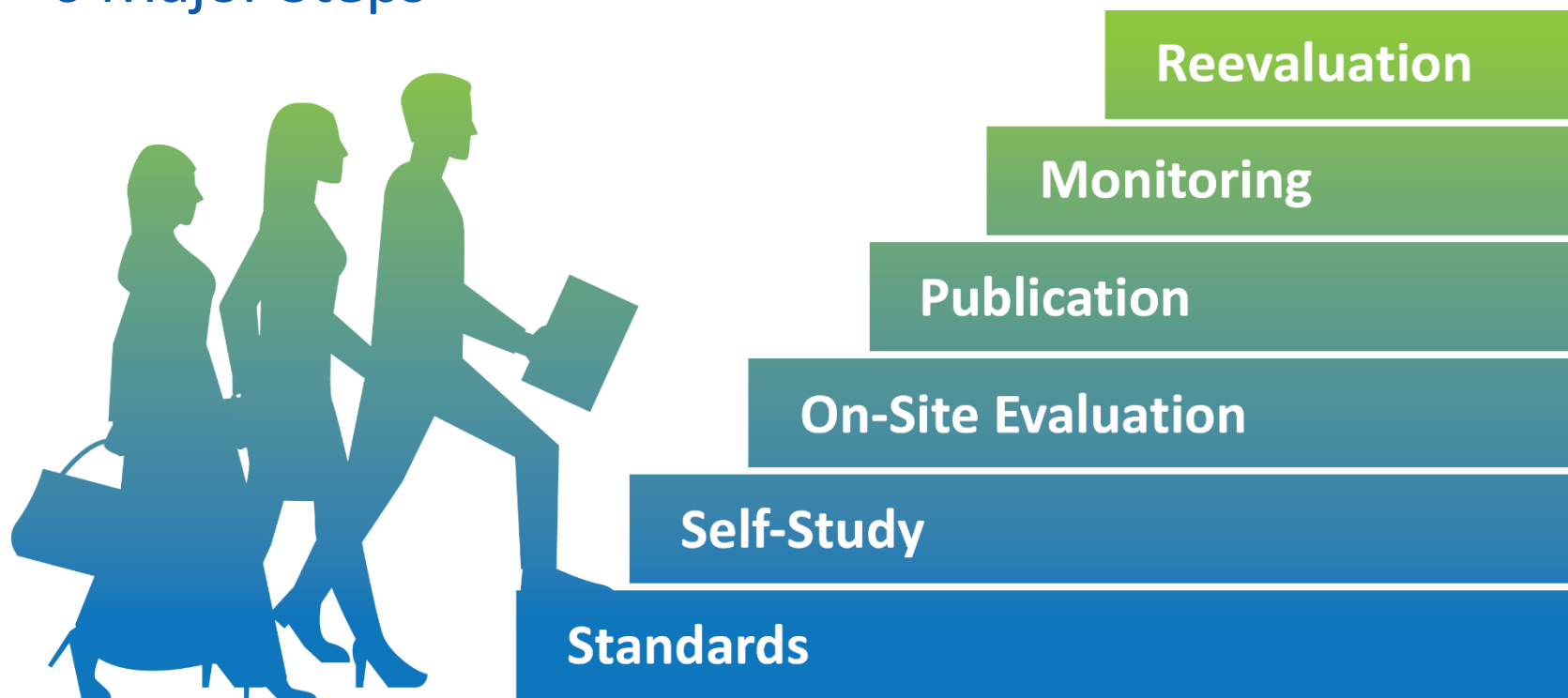
- NP/PA leadership: Program director or clinical director must be an NP/PA
  - Responsible for key program elements i.e. curriculum design
- Program faculty & preceptors
- Clinical staff: MAs, RNs, front desk etc.
- Professional development: opportunities made available to all key program staff

## Standard 8 - TRAINEE SERVICES

- Salary & Benefits: congruent with similar positions within the sponsoring organization
- Trainees' health
- Work environment

# USDE Accreditation Process

## 6 Major Steps



# WORD CLOUD

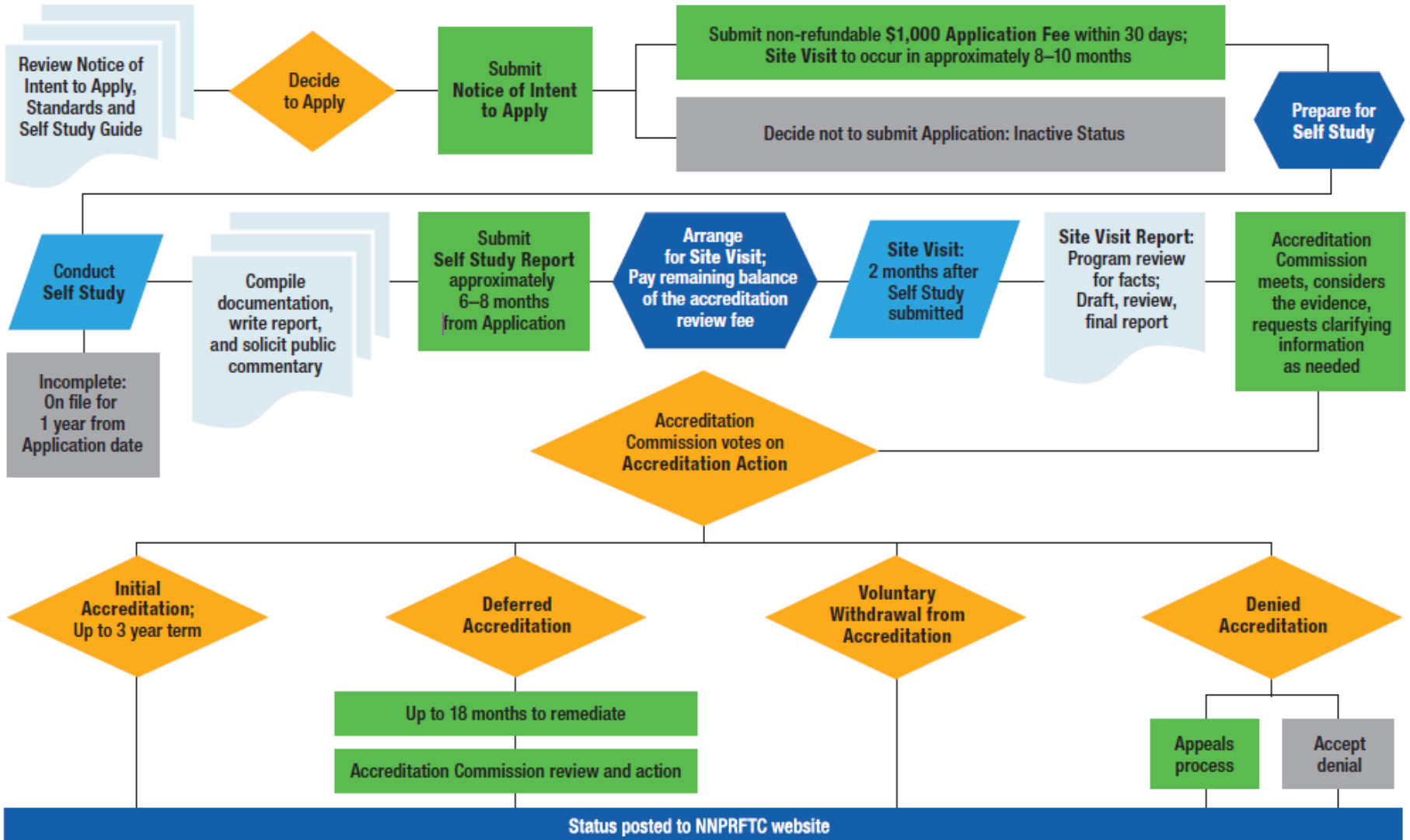
- [www.menti.com](https://www.menti.com)
- In a few words, please describe why you want to be accredited

# Benefits of Accreditation





# Initial Accreditation Process



# NNPRFTC Accreditation Sample Timeline:

## **General timeframe, application to decision, 8-12 months**

- Intent to Apply
- Application via website
- Self Study (internal program evaluation) and report
- 1.5 day on-site visit (external program evaluation) by trained 2 site visitor peers (educator and administrator)
- Site Visit report, review by program, submit to Accreditation Commission
- Accreditation Decision by Accreditation Commission
- Posting on Consortium website
- Annual program report

## **Extensive technical support available throughout the process**

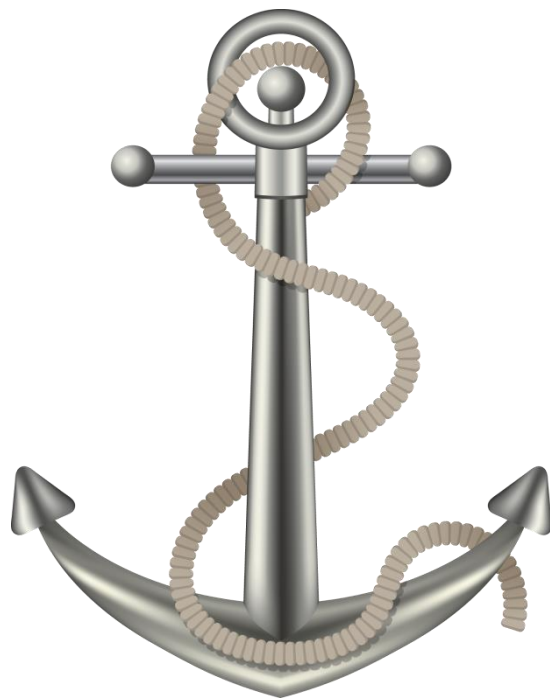
### **Total cost: \$10K –**

- \$1K non-refundable application fee; \$9K review fee due prior to site visit

## **Initial Accreditation awarded for up to 3 years**

# ACCREDITATION PROCESS SUPPORT

- Access to program specialist throughout accreditation process: Olive Provencio-Johnson, Program Specialist
- Expert ongoing support & guidance
- Community of practice: connect and share best practices with other accredited programs



# Accreditation Anchors Excellence in Training

# What Do Programs Say About Accreditation?

*“Going through the process of accreditation helped us identify gaps and opportunities for improvement. Just the accreditation process itself has brought our program to new levels of rigor and quality both in academic excellence and infrastructure sustainability”*

*“We thought we had a strong program, but going through accreditation showed us ways to make it even better. Our residents and faculty team could immediately tell the difference”*

## CONTACT INFO

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