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| **Advanced Practice Residency Program (APR)**  Application Form - PART A |
| **To submit the Advanced Practice Residency Application: Email one (1) searchable PDF document formatted using the Adobe bookmark feature to** [**ACENDREPORTS@eatright.org**](mailto:ACENDREPORTS@eatright.org)**.** |

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| **Date submitted:** |  | | | |
| **Program name:** |  | | | |
| **Sponsoring institution:** |  | | | |
| **City:** |  | **State:** |  |

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| Focus Areas — (list all using additional sheets if necessary): | | |
| **Focus area name:** | |  |
| **Focus area competencies and performance indicators:** | |  |

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| Certificate Granted | | |
|  | Program completion |  | |
|  | Graduate certificate program |  | |

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| Enter program length and anticipated enrollment below | | |
| Program Length: (Enter number of weeks/months/years) |  |
| Maximum Enrollment: |  |
| Current Enrollment: |  |

Part A – Page 2

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| Program Director and Administration Signatures | | | *The program is aware of and agrees to abide by the Advanced Practice Residency Program guidelines established and published by the Accreditation Council for Education in Nutrition and Dietetics.* | | |
| ***Program Director*** | | | | Business Address | |
| Name: |  | | |  | |
| Title: |  | | |  | |
| (     ) | |  | |  | |
| Telephone | | E-mail | |  | |
| Signature: |  | | | CDR Registration Number: |  |

*Provide names(s), credentials, title(s), and signature(s) of Administrator(s) to whom the program director is responsible.*

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| ***Administrator 1*** | | | Business Address |
| Name: |  | |  |
| Title: |  | |  |
| (     ) | |  |  |
| Telephone | | E-mail |  |
| Signature: |  | |  |

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| ***Administrator 2*** | | | Business Address |
| Name: |  | |  |
| Title: |  | |  |
| (     ) | |  |  |
| Telephone | | E-mail |  |
| Signature: |  | |  |

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| ***Chief Executive Officer*** | | | Business Address |
| Name: |  | |  |
| Title: |  | |  |
| (     ) | |  |  |
| Telephone | | E-mail |  |
| Signature: |  | |  |

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| Advanced Practice Residency Program (APR)Application Form - PART B |
| **NOTE**: Use of the APR application Part B template is optional. Its purpose is to facilitate the application process and offer APR program applicants a framework to address all the requirements stated in the *Advanced Practice Residency Program Guidelines* document.  To apply for a Foundation grant, Institutions are required to demonstrate that they meet the ACEND APR guidelines and provide documentation of the program’s plans to establish, review and evaluate their APR program. The Foundation will not consider a grant application without knowing that the Institution meets the ACEND guidelines. If the program does not meet all the ACEND guidelines, ACEND will notify the program of the deficiencies, so they have a clear understanding of what needs to be done to address the deficiencies and allow them to correct and reapply if so desired. |
| Features of the APR Program  **Program Summary** |
| Directions for writing the narrative: Provide a summary of the characteristics of the program including a description of the educational philosophy or primary methods to teach the curriculum in a comprehensive, systematic, evidence-based approach to advanced level practice education and training for registered dietitians/nutritionists. Include information such as the sponsoring organization, program background, location, and general description of resources including qualifications of preceptors available to provide both the didactic and supervised practice experiences at an advanced level. |

***Direction:*** *Your program summary narrative starts here.*

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| I. Programmatic Goals and Evaluation |
| **A.** Program goal and expected objectives for that goal. An APR based on ACEND guidelines must demonstrate the following:  1. A minimum of one programmatic goal.  2. A minimum of one focus area of content.  3. One outcome that defines the number of graduates who will contribute to the advancement of the profession through leadership, contribution to the body of knowledge and mentoring after one year.  4. A minimum of two corresponding, measurable, expected programmatic outcomes defined by the program. The expected outcomes selected should reflect how effectively the program is meeting the program goal. A cut point or “threshold” should be established and stated within the expected outcome indicating achievement of the expected outcome. |

***Directions for writing the narrative:*** *Describe how your program currently meets or plans to meet the APR guidelines I.A.1 through 1.A.4. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the APR Guidelines.**Include supporting documents in the appendices or at the end of each corresponding guideline.*

Goal 1: Please state your program-defined goal.

*Your response goes here.*

Focus Area: Please state your focus area of content.

*Your response goes here.*

Objective One:

*Your response goes here.*

Objective Two:

*Your response goes here.*

Objective Three:

*Your response goes here.*

Other APR program goals and objectives (Optional):

***Directions:*** *Include supporting documents following the above narrative or in the appendices.*

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| **I. Programmatic Goals and Evaluation** |
| **B.** **Program pre-requisites**: The program must determine its own criteria for acceptance into its APR to address: (1) master’s degree requirement  (2) specified number of years in dietetics practice to be deemed “proficient”  Suggestions:  a. Applicants must have a master’s degree with at least X years of practice to be considered for acceptance and no portfolio review is done.  b. Applicants must have a master’s degree with X years of practice and complete a portfolio review to be considered for acceptance. |

***Directions for writing the narrative:***

* *Describe criteria for acceptance into the APR.*
* *Include supporting documents following the narrative or in the appendices, such as admission requirements to be posted on the program’s website.*

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| I. Programmatic Goals and Evaluation |
| **C. Program evaluation**: The program must demonstrate systematic, ongoing internal and external evaluation based on programmatic outcomes data.  Internal evaluation: The evaluation of activities done by those involved in program learning experiences, such as the program director, program faculty, program administrators, preceptors, mentors, students, and graduates.  External evaluation: The evaluation of activities done by those not directly involved in program learning experiences, such as employers of graduates, other registered dietitians, or dietetic technicians, registered, professionals from other disciplines and communities of interest. |

***Directions for writing the narrative:***

* *Briefly describe the internal and external program evaluation process.*
* *Include supporting documents following the narrative or in the appendices such as sample surveys to employers, APR graduates and preceptors, outcomes data if available.*
* *Include supporting documents following the narrative or in the appendices such as data tables with assessment results.*
* *For new programs, describe plans to address program evaluation including the timeframe for assessment process.*

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| **I. Programmatic Goals and Evaluation** |
| **D. Strengths, Areas for Improvement and Strategies:**  Based on programmatic data analysis, discuss programmatic strengths, opportunities for improvement, and provide detailed strategies for maintaining or improving program effectiveness. |

***Directions for writing the narrative: C****omplete table below and accompany with supportive narrative and appendices as needed.*

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| Strengths | Strategies | Timeframe |
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| Opportunities for Improvement |  |  |
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| II. Program Curriculum |
| **Competencies and Performance Indicators**  Each APR program must meet all the required competencies (see APR Guidelines - Table 1 - last page of this document) through an *individually* designed curriculum which comprises performance indicators linked to the program focus, goal(s), resources, and timeline. It is important for the APR program to *individualize* the curriculum by:  **A.** Developing curricular activities that allow the student to gain the advanced skills and knowledge related to demonstrating mastery of the chosen programmatic focus and goal  **B.** Creating performance objectives under each competency that are achievable within the framework of the program. It is recommended that the program establish a method for assuring that the student will accomplish all competencies prior to completion of the program. For example, a declaration of intent to complete all competencies could be developed for the students to sign prior to beginning the program.  Although the program must demonstrate that it is providing distinct learning experiences for each competency, the emphasis (i.e., the breadth and depth of the experiences) will vary by the focus area and goal of the individual program. Thus, a program with a focus area in Pediatric Nutrition will have different performance indicators when compared with the performance indicators of a program with a focus area in Sports Nutrition or Food Systems Management.  Therefore, the performance indicators are a) the framework of the curriculum for the program, b) unique to the program, and c) designed to provide the student with experiences that will advance the student from a proficient practitioner to an advanced practitioner. Additionally, they should be measurable and linked to advanced practice. It is important to remember that an advanced practitioner must be able to translate knowledge and skills into practice in complex situations. Therefore, the performance indicators should be designed to allow participants to develop this level of practice during the APR. |

***Directions for writing the narrative:***

* *Describe how the performance indicators will allow the student to gain the skills and knowledge related to demonstrating mastery of the chosen programmatic focus and goals.*
* *Describe how the program plans to meet and measure the required competencies and performance indicators. Discuss educational methods that will be used including student projects.*
* *Include supporting documents following the narrative or in the appendices such as syllabi with the performance indicators, examples of projects, educational resources, etc.*

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| II. Program Curriculum |
| **Curriculum: Length and Organization**  Program length is dependent upon the amount of time needed for the participant to complete the advanced practice competencies. Some competencies should be met under the direct supervision of the program director; however, not all competencies need to be completed at the physical location of the program. Some may be completed at the facility where the participant works or online. The program can individualize the curricular experiences to meet the learning needs of its participants and to meet program goals.  It is up to the program to determine the best curricular organization to meet its goals and to meet the needs of its participants. |

***Directions for writing the narrative:***

* *Describe the organization and length of the program.*
* *Include supporting documents following the narrative or in the appendices such as sample APR schedule with general activities and location of completion, including calendar and program information to the public describing the organization of the program.*

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| II. Program Curriculum |
| **Capstone Project**  A capstone project that demonstrates effectiveness in researching, planning, implementing, evaluating, and communicating targeted outcomes is required by all APR programs.  A. To successfully complete an APR program, a student must complete a capstone project.  B. The capstone project must be at an advanced level.  C. The capstone project must be either:  1. A research project, or  2. A quality improvement project (QIP).  D.The capstone project must reflect advanced skills, critical thinking and scholarly work as defined by the focus area.  1. ***Suggested*** *considerations for accomplishing the capstone project:*  a. Background literature review  b. Hypothesis, aims, and methodology development **OR** clinical/operational problem identification  c. Skill set needed  d. Collaborators needed  e. Resource evaluation and plan to acquire needed resources  f. Communication of the results including, but not limited to 1) abstract submission with (oral or poster) presentation at a national or state meeting, or 2) manuscript submission to a peer reviewed journal or professional publication such as practice group newsletter, etc. |

***Directions for writing the narrative:***

* *Describe how the program plans to meet the guidelines for the capstone project.*
* *Include supporting documents with the narrative or in the appendices such as a sample of a project outline.*

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| **II. Program Curriculum** |
| **Curriculum: Components**  Each program is required to create and describe a program curriculum and develop performance indicators using the advanced level competencies listed in Table 1:  A. Three areas that must be described in detail are:  1. Didactic curriculum  a. Performance indicators should be established that reflect how the program will provide the focus area knowledge and content.  b. Didactic activities required to provide completion of performance indicators.  c. Didactic hours required for achieving performance indicators.  2. Practice  a. Performance indicators that support the designated focus area.  b. The number of required hours spent in supervised practice with an advanced practice preceptor/mentor and the rationale for this time in terms of meeting the performance indicators.  3. Program focus area  a. Specific skill requirements; specific population exposure, involvement, or interaction with other disciplines; and study development and execution.  b. A description of how the student will acquire knowledge and skills in focus areas. |

***Directions for writing the narrative:***

* *Describe how the program plans to meet the guidelines for curriculum components such as the didactic, practice and program focus area as stated in this section.*
* *Describe how students will acquire knowledge and skills in focus areas.*
* *Include supporting documents following the narrative or in the appendices such as syllabi, course descriptions and rotation descriptions.*

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| **II. Program Curriculum** |
| **Curriculum Evaluation**  A. The program must annually evaluate the curriculum to determine whether competencies and performance indicators are achieved.  B. The program must have systematic monitoring of curricular outcomes.  C. The program must establish cut-points or thresholds for all expected competencies based on performance indicators. These thresholds will be used to monitor curricular quality and achievement of competencies.  D. The program should clearly describe the plan for:  1. Data collection of expected curricular outcomes  2. Data analysis  3. Data evaluation - to determine whether the expected competencies have been met  E. The program must discuss the action plan for improvement of expected competencies not meeting the established thresholds. |

***Directions for writing the narrative:***

* *Describe how the program plans to evaluate each of the steps listed above: Curriculum Evaluation, Curriculum Outcomes, Performance Thresholds, Data, Action Plan (if needed)*
* *Include supporting documents following the narrative or in the appendices such as thresholds for each competency statement, data tables for available data, etc.*

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| **III. Program Management** |
| Each program must demonstrate that it has the resources to support its program goal(s):  **A. Facilities, equipment, financial support**  1. The program must demonstrate that it is financially stable through documentation of income and expenditures.  2. The program must demonstrate it has sufficient resources to support an advanced level of learning for the participants.  3. The program must have established policies and procedures for all activities in the program. |

***Directions for writing the narrative:***

* *Explain the adequacy of resources to support the program goal(s). Specifically discuss the facilities, equipment, and financial support. Include a description of the administrative, technical, and other support services available to the APR to support advanced level learning.*
* *Include supporting documents following the narrative or in the appendices such as budget, policies, and procedures specific to APR and planning documents.*

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| **III. Program Management** |
| **B. Director and faculty (including preceptors)**  1. Program Director  a. Must meet advanced practitioner criteria (see description at the end of this document)  b. Must be a registered dietitian  c. Must have sufficient administrative time and resource support to manage the program |

***Directions for writing the narrative:***

* *Describe how the program meets the guidelines for APR Director. Be sure to address all the criteria listed in this section including the time and resource support to manage the program.*
* *Include supporting documents following the narrative or in the appendix such as position description, CV, CDR card*.

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| **III. Program Management** |
| **C. Preceptor and faculty**  1. Primary preceptors/faculty mentoring students within the APR program must demonstrate content matter expertise at the advanced practice level within the area in which they are mentoring.  a. Primary preceptors supervise, evaluate, and verify achievement of competencies required for a specific practice experience.  b. All preceptors and faculty model the code of ethical practice for their specific discipline.  2. Primary Preceptors/Faculty:  a. Within each program site, there must be a sufficient number of either primary preceptors or faculty with documented qualifications to instruct and supervise all students at that location.  b. The faculty and primary preceptors must:  i. Devote sufficient time to the educational program to fulfill their responsibilities, and demonstrate a strong interest in the education of the students, and  ii. Administer and maintain an educational environment conducive to educating students in the competencies that they are teaching.  iii. Documented qualifications include:   * Board or profession-specific registration or certification in the focus area. For example, preceptors for a residency in Renal Nutrition should be Registered Dietitian Nutritionists who are also Certified Renal Specialists (CSR). * Licensed as required by the state in which the site is located, if applicable. For example, an RD CSR who is precepting in the state of Ohio should also be a Licensed Dietitian (LD) by the State Medical Board of Ohio. * Participation at the institution in discussions, grand rounds, journal clubs and conferences unique to the focus area on a regular basis. For example, the RDN, CSR, LD would regularly participate in grand rounds at the facility. |

***Directions for writing the narrative:***

* *Describe how the program plans to meet the guidelines for APR preceptors and faculty including all the criteria listed in this section.*
* *Include supporting documents following the narrative or in the appendices such as faculty CV and preceptor resumes, or narrative summaries describing preceptor qualifications. Include a summary of each preceptor and credentials in a table showing the preceptor’s name, degrees and certifications, area of expertise and facility of employment.*
* *Activities listed here (structured discussions, grand rounds, journal clubs, and conferences) should also be listed in section II Curriculum syllabi and calendar.*

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| Table 1: Domains and Competencies to be addressed by the program (Future Education Model) | |
| **Domain** | **Core Professional Behaviors** |
| **Competencies** | Uses effective communication, collaboration, and advocacy skills. |
|  | Assumes professional responsibilities to provide safe, ethical and effective nutrition services. |
| **Domain** | **Critical Thinking, Research and Evidence-Informed Practice**  **Integrates evidence-informed practice, research principles, and critical thinking into practice**. |
| **Competencies** | Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research. |
|  | Incorporates critical thinking skills in practice. |
|  | Applies current research and evidence- informed practice to services. |
| **Domain** | **Leadership, Business, Management and Organization** |
| **Competencies** | Demonstrates leadership skills to guide practice. |
|  | Applies principles of organization management |
|  | Leads quality and performance improvement activities to measure evaluate and improve a program services products and initiatives. |
| **Domain** | **Client/Patient Services** |
| **Competencies** | Applies a framework to assess, develop, implement and evaluate products, programs and services. |
|  | Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. |

Advanced Practice Clinical Nutrition (<https://www.cdrnet.org/board-certification-in-advanced-practice>)

Advanced clinical nutrition practice is the provision of direct nutrition care to individuals and/or groups or the provision of indirect nutrition care through management, education, quality improvement, or research linked to clinical nutrition.