International Federation of Nurse Anesthetists

On-Site Visitors Manual

Anesthesia Program Approval Process

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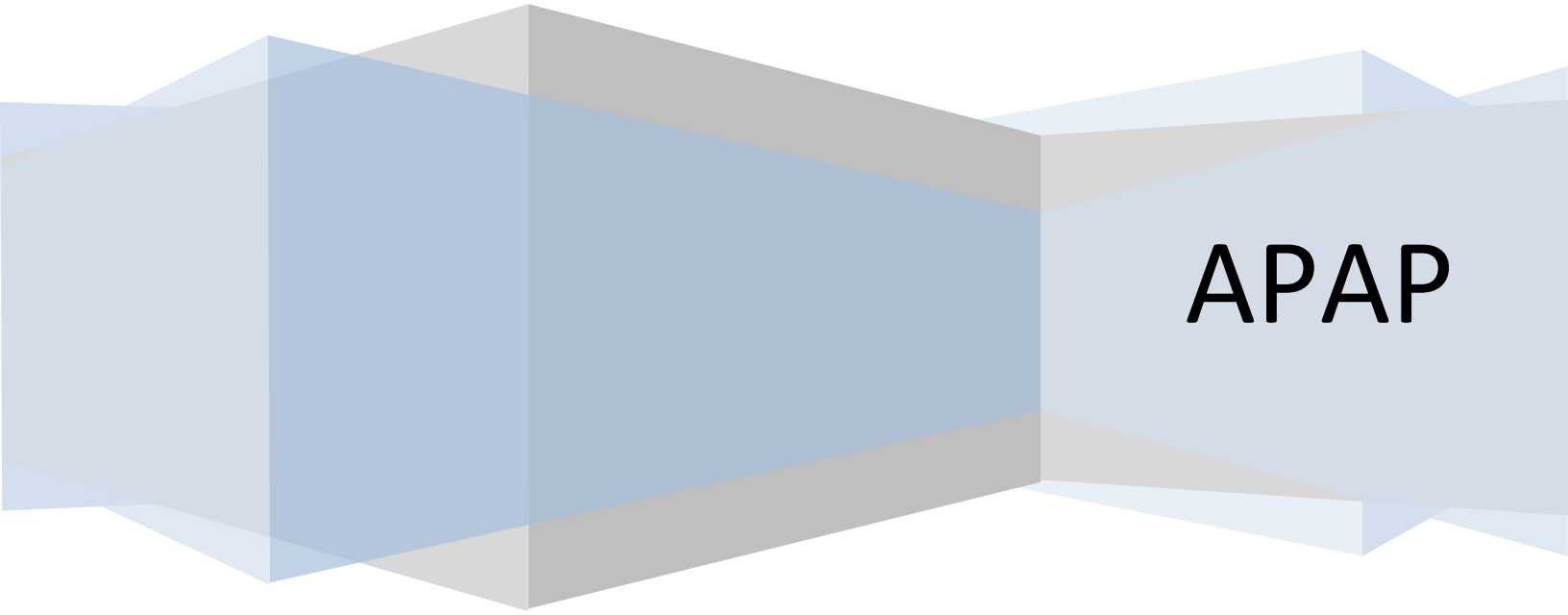

TABLE OF CONTENTS

Guidelines for the On-Site Visit 3

Selection Criteria for On-Site Visitors 3

Roles for On-Site Visitors 3

Reminders for Team Chair 8

Site Visit Protocol for Program Directors 10

Language Requirements: Level #3 Accreditation 13

Items to be Checked by On-Site Visitors 15

Guidelines for Interpreting Student and Faculty Evaluations 17

Sample On-Site Visit Agenda 18

Report of On-Site Visit 24

Post Site Visit Questionnaire 25

Reimbursement Guidelines for APAP On-Site Visitors 29

IFNA Expense Form 31

IFNA's Anesthesia Program Approval Process (APAP)

Guidelines for the On-Site Visit

Chair of IFNA's Education Committee: The Chair oversees the APAP Manager who is responsible for overall coordination of the accreditation process including the on-site visit. The Chair is also responsible for updating IFNA's President and Executive Director throughout the accreditation process and requesting consultation as indicated; these functions may be delegated by the APAP Chair.

Dates of visit: The dates for an on-site visit will be agreed upon by the APAP Manager, On-Site Visitors and the Program Director.

Selection Criteria for On-Site Visitors: There will be a minimum of two site visitors assigned to visit a program. One visitor will be a member of IFNA's Education Committee and one visitor will be from the country where the program is located (local expert). Visits requiring three visitors must include a local expert. Visitors from the program's country will be selected from: (1) names of anesthesia professionals provided by the CNR or (2) from a list of names of anesthesia professionals requested from the program. The Education Committee will review the list(s) and select an anesthesia professional who is fluent in the native language and knowledgeable about education and regulation in the country where the program is located. Arrangements for an interpreter must be made by the program if necessary since the visit will be conducted in English.

On-site visitors who are nurse anesthetists are eligible to serve for four (4) years after leaving the Education Committee or ceasing to be directly involved in nurse anesthesia education.

Roles of On-Site Visitors: The roles of Team Chair and Team Members are an important factor in the success of the on-site visit. They must understand IFNA Standards, APAP policies, and represent IFNA effectively. The primary responsibilities of the Team Chair are to communicate with the program director, develop a schedule for the visit, assign duties to team members, organize and direct team activities, lead discussions, conduct interviews and write a summary report of the visit. The Team Chair also helps the Team Members to evaluate the program and reach agreement on how well it meets IFNA standards. The Team Chair keeps in close communication with the APAP Manager and seeks consultation as needed.

The Team Chair and Team Members are selected by the APAP Manager in collaboration with the Education Committee. The availability of APAP onsite visitors and the costs to programs will influence selection of a team. Most On-Site Teams will consist of a Chair, one IFNA visitor and one local visitor from the program's country (Local Visitor). The Team Chair must have experience in educating nurse anesthetists (academic credentials are desirable). Whenever

possible, a Team Chair should not be a resident of the program's country; and the Team Chair and Team Member should be from different countries. The Local Visitor is to serve as a resource to IFNA's On-Site Visitors about local regulations, policies and cultural issues related to the education of nurse anesthetists. A qualified Team Member may serve as a Local Visitor; however, it may be necessary to appoint a third member of the team as a local expert who is fluent in the native language and knowledgeable about education and regulation in the program's country.) Visitors are selected from: (1) a list of trained onsite visitors (2) names of anesthesia professionals provided by CNRs or (3) from a list of names of anesthesia professionals requested from the program. Arrangements for an interpreter must be made by the program if necessary since the visit will be conducted in English.

On-site visitors who are nurse anesthetists are eligible to serve for four (4) years after leaving the Education Committee or ceasing to be directly involved in nurse anesthesia education.

The On-Site Team will be asked individually to refuse any assignment where a conflict of interest exists. All conflicts of interest should be avoided although the Local Visitor needs to be familiar with and knowledgeable about anesthesia education where the program is located. No individual On-Site Visitor can have a direct personal stake in the outcome of the visit. In addition, the program will be provided with the names of the Team Chair and Team Members to identify any potential conflicts of interest.

The Local Visitor serving as a third team member can be present for all team activities and can provide input to the team's written report of the visit. He or she, as well as the Team Members, will be under the direction of the Team Chair.

Before the Visit:

On-Site Visitors have the responsibility to contact their physician, local health department, or private or public agencies that advise international travelers at least 4 to 6 weeks before the On-Site Visit to receive current health information on the country where the program is located. Vaccinations and prophylactic medications may be indicated.

On-Site Visitors are also responsible for acquiring their own passport or visa (if required) and making their travel arrangements. Information about visa or other bureaucratic requirements for entry into the country, including information on the amount of advance time needed for such paperwork should be sought so the required documents are valid prior to travel.

If the program resides in a country where advisories have been issued not to travel, an on-site visit will not be scheduled or completed. Until the advisories not to travel are removed, and the country is considered safe to visit, the applicant program may not proceed in the accreditation process. Travel to any country or location is voluntary and the individual On-Site Visitor may decide whether he or she wishes to proceed with travel; however, sufficient notice must be given

to allow time for another On-Site Visitor to be identified and available for the scheduled dates of the visit.

After confirmation of the on-site team's membership, the Team Chair will contact the Program Director to discuss travel arrangements (arrival and departure times), local transportation and lodging for the team. The Program Director will be asked to reserve hotel rooms at reasonable rates near the program (if possible) and to provide local transportation during the visit.

The team will hold a preliminary conference the afternoon or evening prior to the visit for training and review. The Local Visitor will also receive a briefing and training during that time. She or he will have access to the program's self study and participate in the visit as directed by the Chair of the On-Site Team.

During the On-Site Visit: The on-site visit will consist of an intensive review of the program. The team will interview individuals and groups, such as the administrative officers, program administrators, faculty, students, members of advisory committees and other representatives familiar with the program.

The team will collect data and analyze findings. (An extra day may be added to the agenda if all required documents have not been translated into English and submitted by the program prior to the visit. A decision to increase an on-site visit from 2 to 3 days must be made when the agenda is developed and with approval of the APAP Manager.) Tours of the program and clinical sites will be conducted to evaluate both didactic and clinical leaning resources.

The visit should be conducted in a friendly manner that is supportive of the program's efforts to meet accreditation standards. Areas of non-compliance should be recorded in the report but viewed as an opportunity for the program to work towards full compliance. The applicant program should only be compared against the *IFNA Educational Standards for Preparing Nurse Anesthetists* and not against the On-Site Visitors own programs or other programs.

The team will schedule a time to write a site visit report, "Report of the On-Site Visit", while at the program. This can be done in the evenings supplemented by a short session during the second or third day of the visit. The report should explain how well the program meets IFNA's Education Standards, strengths and weaknesses of the program, and recommendations to the nurse anesthesia program to support its continued growth.

The Team Chair will present the report to the program during an exit session. This will be an oral preview of all major points that will be made in the written team report but <u>will not</u> include the recommendation of the team concerning accreditation status. The accreditation decision will be made by the Education Committee and IFNA authorities at a later date. The program will then be notified.

Following the exit session, the Team Chair working with Team Members will finalize the report for submission to the APAP Manager. Both the IFNA Education Committee Chair and Education Committee members will review the report. It will then be forwarded to the program for correction of any factual errors. The final team report will be reviewed by the Education Committee for a decision prior to being presented to IFNA authorities.

Expenses: On-Site Visitors do not receive payment as volunteers. Guidelines for reimbursement of any expenses are to be followed.

Format of the Visit:

The following activities should be included in writing an agenda for a 2 or 3 day visit. The Team Chair will communicate with the Program Director to decide upon the agenda several months prior to the visit. Sufficient time should be allowed for the program director to confirm the availability of key individuals and attend to other details. Time should be requested for the visiting team to give a short presentation on IFNA and IFNA Standards to faculty, students and others when convenient.

- Meet with Program Director the morning of the first day to see if there have been any schedule changes.
- Review the Self-Study with the Program Director and ask questions to be sure information is understood.
- Review program records.
- Conduct conferences with program officials including those who fund the program.
- Conduct conference with students.
- Conduct conference with academic faculty.
- Conduct conference with clinical faculty.
- Observe classroom instruction.
- Observe clinical instruction.
- Review teaching/learning resources.
- Present a short talk to faculty, students, etc. including goals of IFNA and APAP.
- Draft the *Report of the On-Site Visit*.

- Review *draft Report of the On-Site Visit* in an exit session with Program Director and others as appropriate; share major points in the *Report of the On-Site Visit* including strengths and weaknesses. (Factual errors can be corrected at this time if necessary.)

After the On-Site Visit:

- The Team Chair will edit the *Report of the On-Site Visit* and submit it to the APAP Manager.
- The Team Chair and Team members submit expense reports for reimbursement.

Reminders for Team Chair

Communication with the Program Director

1. Send a letter announcing the on-site visit to the Program Director. Attach to your letter:
    a. CVs of all on-site visitors.
    b. Your draft of the 3 day agenda asking for the Program Director's input.
2. The list of materials to be reviewed by the on-site visitors.
3. Contact the Program Director and ask her/him to get hotel reservations – 2 rooms for 3 (?) nights. (She/he will have been told earlier by the APAP Manager that this would be necessary.)
    a. Before asking the Program Director to reserve hotel rooms, ask the Local Expert if she/he plans to stay at home during the visit rather than at the hotel. Please confirm this so there is no misunderstanding.
    b. Check with the Team Member(s) on her/his arrival time to see when she/he needs to check into the hotel. Please note that any extra hotel night for personal reasons requested by any team member cannot be charged to the program or IFNA.

3. Remind the Program Director that you need local transportation.
    a. Ask what time someone will pick you up at the hotel so you can start the conference at 8:00 a.m. each day.
    b. Also tell the Program Director that you will need transportation during the visit and back to the hotel at the end of each day.

4. Remind the Program Director that the On-Site Visitors will not be able to accept social invitations in the evening since that is when they will begin drafting their report; also, to remember that the visit will be conducted in English.

Communication with Team Members

1. Copy the Team Member, Local Expert, and APAP Manager, and Education Committee Chair on all correspondence. The Local Expert needs to be knowledgeable about the details of the visit to provide the most help to the team.
2. Provide the Team Member and Local Expert with the hotel address. Ask them to make their own travel arrangements. Also tell them they will need receipts to submit with an expense report in order to be reimbursed.
3. Set a time and place for a meeting among all 3 on-site visitors the afternoon or evening before the visit.[1]
    a. Notify your team about when and where to meet you.
    b. Explain the purposes of the meeting
        i. To review the agenda,
        ii. To review the conduct of the visit,
        iii. To assign duties to team members,
        iv. To identify questions to ask the Program Director based on each team member's review of the self study completed at their homes.
        v. To orient the 3rd visitor, Local Expert, to appropriate APAP policies such as confidentiality.
        vi. To train a new team member if one is part of the team.

[1] Quoting from the guidelines for the on-site visit about the preliminary conference:

The team will hold a preliminary conference the afternoon or evening prior to the visit for training and review. The Local Visitor will also receive a briefing and training during that time. She or he will have access to the program's self study and participate in the visit as directed by the Chair of the On-Site Team.

Site Visit Protocol for Program Directors

The APAP Manager will share the Site Visit Protocol with the Program Director several months before the visit.

As a Program Directors preparing for an on-site visit, you should keep the following in mind.

Before the Visit
Arrange convenient, comfortable accommodations for the site team. These need not be luxurious but should include a place for the team to work together in the evenings comfortably, with internet access. The hotel should have a restaurant or one should be in close proximity.

Most teams will choose to have breakfast before their morning meetings. Choose a hotel that serves at least a continental breakfast. It is helpful to provide the visitors with a list of restaurants in the area of the hotel. It is also helpful to the team to verify the hours of operation and need for reservations for the list provided.

Since most hotels now have appliances such as hair dryers or irons, if the hotel chosen is unable to provide these items, inform the team members of this in advance.

Program personnel can meet or transport visitors from the airport. However, the program should ensure that team members know what transportation options are available from the airport or train station to the hotel.

Transportation from the hotel to the first meeting of the morning should be arranged by the program director. Even if the hotel is a short distance from the campus, do not assume that the team members will walk. Program directors should discuss this with the team chair in advance.

IFNA site visitors are sensitive to the appearance of favour or bias and anything that might be construed as such is best avoided. Although baskets of fruit, etc. are generally only meant as evidence of hospitality, they are probably not a good idea.

Dinner the first evening is designed for the site team to meet and discuss the application material. For that reason, it is held for the team only, without program faculty or institutional officials.

Scheduling the Activities
As a program directors developing the agenda for the site visit and thinking of the details of the visit, you should remember the following:

- Communicate closely with the Team Chair to develop a mutually satisfactory agenda with specific times and sequencing of events for the visit.
- On the final agenda, include the names, degrees (MD, PhD, EdD, etc.) and position titles or teaching assignments of each person with whom the team will be meeting.
- Schedule rest breaks for the team between meetings.

- Schedule adequate time for the team to review the documents the program has compiled.
- Mark the documents with sticky flags indicating parts that are important for the visitors to review.
- Plan for some review of documents on day one and day two.
- Schedule a time before the team completes its reports for the visitors to meet again with the program director and program faculty to clarify issues or answer questions they may still have.
- The program director should be available as the visitors write their report to the IFNA in case he/she is needed for last minute clarification.
- Communicate with the team chair more than once prior to the visit! If the program director has not heard from the team chair about confirming the schedule, he or she should contact the chair as opposed to waiting for the chair to initiate contact.
- Copies of the agenda, schedule changes, accommodation information, etc. should be provided to the other site visitor(s) as well as to the chair.
- Faculty and students should be made available for the entire interview period for which they are scheduled, with their pagers and cell phones turned off.

During The Site Visit
Conference Room

- Arrange for a quiet conference room from which the team can operate.
- Provide computer with internet access to assist the team in reviewing web based materials.
- Provide paper copies of syllabi, manuals, documents as indicated in application.
    - Make it easy for the visitors to find what they need. Remember it is the program's responsibility to demonstrate compliance. Use colored sticky tabs, clips to mark specific areas of syllabi and catalogues that demonstrate compliance with the IFNA standards. Optionally, also provide a master grid of where the objectives or materials demonstrating compliance are found in the documents.
- Provide pens, paper, sticky pads, paper clips, and stapler.
- Having beverages available for the site team throughout the visit is helpful.

The Visit Schedule
Be prepared for changes! The team recognizes that the site visit is a stressful time for program faculty and staff. Nevertheless, it is the team's responsibility to insure that they speak with the people, see the facilities and read the documents that will give them the fullest, most accurate picture of the program. The site team chair will do everything in his or her power to follow the agenda but often the materials and individuals involved necessitate last minutes changes.

The site team chair will want to meet with senior administration, faculty and students without the program directors present. Be prepared to take the site visitors to the meeting place, introduce the parties involved to one another and remain outside until the meeting is concluded.

Select students using a specific method, for example, every third student alphabetically or use a similar random method.

The team may ask for additional material or clarification of material. Sometimes it may seem as if they are asking for material that has already been provided. Sometimes, the manner in which the material is organised may require clarification or appear to the site visitors to be incomplete. Please understand that the team members want to insure that programs are given every opportunity to demonstrate compliance with the *IFNA Education Standards*. If the team's requests are unclear, seek clarification.

Program personnel, who may provide transportation for the team between the campus and the hotel at the end of the day, should not ask the team to share their impression or findings.

Visit Conclusion

The IFNA site visitors do not conduct a formal exit report before departing from the program but will share a short oral review highlighting their findings. The site visit team will take a few minutes at the conclusion of the site visit to express thanks to the program for its assistance in facilitating the visit. The following points are important as the visit ends:

The site visit team does not have the authority to speak on behalf of IFNA regarding a decision for or against accreditation, as this responsibility rests solely with the IFNA.

Any communication about the visit after the visit should be directed to the APAP Chair.

After the Visit

- The program will be asked to evaluate the on-site visit. A form will be sent to the program director by e-mail.

- The program may chose to reimburse the on-site visitors for their expenses directly or be billed by IFNA. Bills submitted to IFNA must include receipts. It is permissible for the program to pay for the hotel and for any meals eaten by the on-site visitors while on campus.

- After the visit, the IFNA will make a decision about the program at its next meeting in the spring or fall following the visit.

Language Requirement for Documents and Conferences:

Level #3: Accreditation

The official language of IFNA is English.

The application forms, agenda, self-study, and required enclosures must be in English. In addition, communication with IFNA before, during, and after the visit will be in English. On-site visitors (visitors) may or may not be able to speak the local language where the school is located. Arrangements for an interpreter must be made by the program if needed. Cost for an interpreter is to be paid by the program.

Procedure for Requesting an Exception

A program may ask permission to not submit all of the required enclosures (documents) in English. If approved, the required documents would need to be interpreted for the visitors while they are on-site. The request must include a valid reason for the exception. For example, if translation of documents into English would take too much time or be too expensive.

The procedure for applying for an exception is:

1. The Program Director asks the APAP Manager for permission not to submit all of the required enclosures in English. (The program design or curriculum and course descriptions must be submitted in English prior to the visit.)

2. After receiving approval, the Program Director arranges for an interpreter who is fluent in English to describe the contents of the documents to the on-site visitors, and to assist the Program Director in answering any questions. A professional interpreter is preferred.

    a. Programs choosing to use an interpreter will be scheduled for a 3 day visit to allow time for document review.

    b. A request for exception must be made to the APAP Manager as early as possible but prior to the visitors making travel arrangements.

    c. Dates for the on-site visit may need to be changed depending on the availability of the visitors.

    d. Costs of an interpreter are paid by the program.

Reference: List of Required Enclosures from the Self-Study Report

1. Program design or curriculum with course descriptions
2. Admission criteria
3. Number of students by year of admission
4. Student Handbook
5. Program's policies and procedures
6. Name and qualification of Program Director (list)
7. Qualifications of teachers who teach academic/theory courses (list)
8. Qualifications of clinical instructors (list)
9. Graduation criteria
10. Copy of certificate or diploma
11. Student evaluation forms
12. Other evaluation forms used in the program (Examples: Clinical site evaluation, alumni evaluations, employer evaluations)
13. List of cases and clinical experiences available to students
14. A copy of a certificate or letter of approval from a national accrediting agency or other quality assurance agency testifying that the program has met its requirements, if such approval is available
15. Official evidence for a governmental entity that the program is currently authorized, recognized, chartered, audited, or has some equivalent status in the country, if available in your country.

Items to be Checked by On-Site Visitors

To be checked	Notes of IFNA On-Site Visitors
Confirm the official name of the program and correct spelling for inclusion in the summary report.	
Duration of the course and defined student population (according to accreditation criteria of IFNA)	
Goals of competencies described and operationalised (according to IFNA educational standards)	
Theory - practice transfer methodes described	
Content of learning described and operationalised (learning goals and competencies to achieve)	
Choice of methodes and content adequate to target student population	
Self learning methods described	
Planned tests and exams (practical and theoretical)	
Document describing the promotional process through the course (inclusion - exclusion criteria)	
Course regulations	
Student facilities (library, internet access to databases, simulation facilities, access to tutors and clinical teaching staff)	
Results of student and faculty evaluations	

Informational material

Written information material about the course; Information events held on regular bases	
Definition of target student population	
Defined entry criteria (according to IFNA accreditation standards)	
Description of final competencies	
Information about final qualification / title (diploma / certificate / degree)	
Promotion document and legal procedures	
Information about course construction, learning and teaching facilities	
Duration declared	
Information about the costs	
Conditions of withdrawl during the course	

CVs and qualifications of the faculty

Are they qualified nurse anaesthetists	
Do they have a teaching qualification What kind: Degree, diploma, (state)	
Do the faculty have regular anaesthesia practice experience (how much time spent in anaesthesia practice)	
How long is their experience in teaching; Ratio of faculty to student number	
Provide proof of continuous professional development in anaesthesia as well as teaching	

Guidelines for Interpreting Student and Faculty Evaluations

Student and faculty evaluations are completed by programs seeking initial ***IFNA Recognition*** and ***IFNA Accreditation***. They are also completed at 5 year renewal dates. Summaries of the results are posted so that the IFNA Education Committee, program director, students and faculty can see them. The results of the evaluations are considered in reaching a decision to award ***IFNA Recognition*** or ***IFNA Accreditation***.

The goals in reviewing evaluations are to support good performance and encourage improvement in programs. In general, program directors should be encouraged to discuss any response with a percentage of less than 63% for positive responses, to see if improvement is needed. For responses with less than 63%, the program director should be asked to analyze the issue and develop an improvement plan as appropriate. A statement about the evaluation responses and program's follow-up actions should be included in the written summary report of the on-site visit.

Sample On-Site Visit Agenda - 3 Days

NAME AND ADDRESS OF THE PROGRAM

NAME OF AND TITLE OF PROGRAM DIRECTOR
SITE VISIT SCHEDULE
DATES OF ON-SITE VISIT

IFNA on-site visitors:

Team Chair: Name and credentials; contact information - address, telephone, e-mail

Team Member: Name and credentials; contact information - address, telephone, e-mail

Local Expert: Name and credentials; contact information - address, telephone, e-mail

Day Before the Visit - Date

The program organizes a pick up service or gives directions for use of public transport:

Name of the person picking up the visitors: (Note: Ask Program Director to provide this and other appropriate information.)

Arrival of the IFNA on - site visitors: Dates, time, travel method for each visitor.

Reservations for two or three single rooms (number of rooms as needed) to be made by the program:

Hotel: Name of Hotel:

Street address: City:

Zip code:

Phone:

Fax:

E-mail:

Hotel Confirmation (please include): Confirmation numbers and name reservation is made under

19.30 **Pre - visit meeting of the visiting** team at the Hotel

Purpose: Allows visitors to meet one another, to review the site-visit schedule, to discuss the conduct of the visit, to assign duties to the team members, to identify questions to ask the program director based on the review of the self study previously done at home and to inform the

local expert about the appropriate APAP policies such as confidentiality. This may be a dinner meeting and is restricted to on-site visitors. The site visit team chair coordinates this activity.

Day 1 - Date

7:30 Transport to the Nurse Anesthesia Program Location: Name of person picking up visitors

8:00 **Meeting program director & medical director (if any)**

Room:

Name and title, Program Director:

Name and title, Medical Director:

Purpose: To review the schedule for the first day, as planned by the program and make desired adjustments when feasible and not excessively disruptive. The program director should organize the visit in such a way that the team can begin its review of documents as the first business on day one. Reviewing the documents prior to the meetings with faculty and students is beneficial. This approach can provide the team with information that allows for more productive meetings with key individuals during the visit. It also provides an opportunity for the visiting team to indicate to the program which documents it may not be able to locate, thus giving the program time to assist the team in finding what it needs to make its assessment.

8:30 **Review of the self - study (if still necessary, otherwise review of the curriculum)**

This may be divided into several blocks of time in the morning of the first day.
Room:

Purpose: To assess the adequacy of syllabi, exams, student manuals, student files, policies and other documentation requested in the application that must be available for visitors on site.

9.30 **Review of the curriculum and the program records**

This may be divided into several blocks of time in the morning of the first day.

Room:

Purpose: To assess the compliance with the IFNA standards. To assess student manuals and student files that must be available for visitors on site.

10.30 **Break**

10.45 **Review of the curriculum and program records (continued)**

Room:

11:45 **Review and clarification of program objectives, content, and processes**

Room:

Name and title, Program Director:

Name and title, Medical Director:

Purpose: To allow the visitors to state briefly the function of the site visit, the IFNA accreditation process, and what that accreditation status represents, and to ask questions (if necessary) concerning the reviewed documents.

The responsibility for the format of this session is with the on - site visiting team. This session provides the team an opportunity to discuss and clarify the program's application and supporting materials with the program officials in order to obtain a more complete understanding of the program. This includes reviewing program goals, philosophies, course objectives, operational procedures, student selection criteria, student evaluation protocols, mentor selection criteria, processes for monitoring mentors' performance, etc. Additional supporting documentation may be required to be reviewed or provided as a result of this session.

12:45 **Lunch**

14.00 **Tour of the facilities** (teaching and learning facilities such as:

Health professions library & computer lab

Classroom and office facilities

Purpose: To familiarize site visitors with the classroom, laboratory and library facilities to be used by students during the didactic and supervised practice components of the curriculum.

15.00 **Meeting with academic faculty** (provide names and titles of those involved)

Purpose: To discuss individually and sequentially, with three to five key instructors for the didactic courses and supervised units of instruction, which are designed to teach laboratory and other clinical skills:

The course selection and content
The instructional objectives and methods
The frequency and means of assessing and reporting to students on their progress, and related information. (Members of the program administrative faculty are not to be present during these conversations)
Room:
Names and titles of course directors and names of courses taught:

16.30 **Brief meeting with the program director** to discuss proceedings for day two and adapt schedule if necessary

16.45 **End of day one**

Evening of day 1:

The visitors use the dinner and evening hours for discussion of the information they acquired throughout the day; to identify areas requiring further review and exploration the following day; and to begin preparing a draft of the site visit report. The latter process serves to highlight what additional information or clarification is needed.

Day 2 - Date

7:30 Transport to Nurse Anesthesia Program

Name of person picking up visitors

8:00 **Meeting with key administrators and program officials who fund the program**

(such as President, Dean, whomever the Institution wishes to represent the sponsoring institution, etc)

Purpose: The initial and major portions of the morning are to be devoted to understanding and assessing the supervised clinical practice components of the curriculum. The time required for visits to clinical practice sites will vary due to factors such as the travel time, and it often is more efficient to have mentors and others who the visitors need to meet travel to the institution or be available by phone. Thus, it is quite possible that a site visit team member may not visit all clinical sites. The site visit team chair will determine the need for visits to clinical sites in his or her discussions with the program director prior to the visit. One visitor may travel and the second remain at the program to meet with or call preceptors and others. The visitor who remains at the program may also use this time to review files and program documentation. The site visit team chair, together with the program director, will determine which of the following groups of individuals need to be represented during the morning session.

Room:

9:00 **Meeting with clinical faculty including supervising doctors and graduate nurse anesthetists**

Purpose: To obtain faculty and mentor reactions to the program, its objectives and the quality of instruction and of the enrolled students. The conversations with three to five persons should allow the visitors to assess the mentors', doctors' and clinical faculties understanding of their teaching responsibility to the students; their contacts with the program administration; their

teaching methods; the nature of supervision, direction and evaluation they provide to students in the clinical setting; and the like.

Location:

10:30 **Break**

10:45 **Observation of clinical instruction**

Purpose: To allow the site visitors an observation of the nature of the supervision provided to students, the character and/or range of clinical experiences they encounter during the clinical components, and the clinical abilities of students. This session may not be necessary if the meeting with the clinical staff has been satisfactory to the visiting team.

Transport arrangement may be necessary for this session

12:30 **Lunch**

13.30 **Meeting with students** (clinical)

Purpose: To obtain students' assessment of the program from three - five selected students who are in the supervised clinical practice components of the program. Discussion with students in clinical settings should allow the visitors to obtain their perceptions of the program, the curriculum, and the quality of teaching, the types and frequency of evaluation of their progress, major challenges and related topics. Visitors should also obtain impressions of students' practical skills, as well as their clinical understanding, knowledge, and judgment of their limitations and the character of their interaction with others in the clinical setting.

Efforts should be made to select such students randomly, depending on the clinical students' availability. (Members of the faculty are not to be present during these conversations.)

Room:

14.45 **Meeting with students** (didactic, classroom)

Purpose: To obtain perceptions of the program from randomly selected three - five students and to gain an understanding of the organization and quality of instruction they have received.

The visitors' interviews with the students should also provide them with an idea of the students understanding of their role as nurse anesthetists. (Members of the faculty are not to be present during these conversations.)

Room:

16.00 **Brief meeting with program director** to discuss proceedings for day three

16.15 **End of day 2**

Day 3 - Date

7:30 Transport to nurse anesthesia program

Name of person picking up visitors

8.00 **Observe classroom instruction**

Purpose: To observe the instructional methods. This session may not be necessary depending on the quality of information from the session with the academic faculty. (Members of the program faculty are not to be present during these conversations.)

9.00 **On - Site visitors write self - study report** (draft)

Room:

11.00 Presentation on IFNA, IFNA Standards and nurse anesthesia education in the on-site visitors' countries

12.00 **Lunch**

13.00 **Review draft of the on-site visit report** with the program director and others chosen by the program to share major points including strengths and weaknesses. This session provides the opportunity to correct errors if necessary.

14.00 **Closure of the on - site visit**

The site visit team will take a few moments to express thanks to the program for its assistance in facilitating the team's completion of its task.

Transportation arrangements for the visitors to the airport and railway station should have been previously arranged by the program.

The filed written report of observations submitted by the team will be sent as an attached e-mail document to the Program Director from the IFNA within 10 - 20 days of the visit.

The program will be offered the opportunity to respond to any of the observations noted in the site visitor report. Again, the purpose of the program's response is to eliminate errors of fact, or challenge perceived ambiguities and misperceptions.

The IFNA accreditation status will be awarded after the IFNA Education Committee meeting and review by IFNA authorities.

Report of On-Site Visit

A separate form is available that correlates with IFNA Education Standards. This provides a form for the on-site visitors to record and explain how well a program meets each standard.

The report also contains a list of program's strengths and suggested areas of improvement.

Anesthesia Program Approval Process

POST SITE VISIT QUESTIONNAIRE

The IFNA Education Committee strives to provide a comprehensive site visit process that is valuable to the program and effective in allowing the site visitors to verify, validate, and clarify information submitted by the program. As part of its self evaluation process, the IFNA Education Committee appreciates feedback from programs and institutions that have completed site visits. Your feedback will be confidential within the IFNA Education Committee. Thank you in advance for taking the time to complete this survey.

Please complete this post site visit questionnaire based on your recent experience with the IFNA site visit process.

Name of the sponsoring institution:

Name of the Nurse Anesthesia program:

Dates of site visit:

Please complete EACH SECTION of the survey below

Rate the following concerning the arrangements for the site visit. (Provide a comment in the section below if inadequate is checked.)

	adequate	inadequate
Overall site visit arrangements by the on site visitors		
Availability of the on site visitors to assist the program in preparing for the site visit		
Communication of the on site visitors with the program before the site visit		
The number of site visit team members		

Comments:

Rate the site visitors on the following characteristics:

Excellent (1) Good (2) Satisfactory (3) Fair (4) Poor (5)

	number
Attitude while conducting the site visit	
Competence as surveyors	
Objectivity in interpreting and applying the IFNA standards to the program	
Interaction with program faculty during the site visit	
Interaction with students during the site visit	

Comments:

Give your impression of the *value to the various groups* below of their involvement in the self-study process, the self-study report and the site visit.

Extremely valuable (1) Somewhat valuable (2) Not at all valuable (3)

Give your impression of the value to "program faculty"

	number
Preparing for the site visit	
Participating in the site visit	

Give your impression of the value to other program personnel.

	number
Preparing for the site visit	
Participating in the site visit	

Rate these aspects of the accreditation review process in terms of their *value* to the *program as a whole*:

	number
Self - study process	
Site visit	

Comments:

How clear were the instructions and requirements for completion of the application for IFNA - accreditation?

Very clear	Clear	Cumbersome	Difficult

Comments:

How easy was it for you to complete the application for accreditation?

Very clear	Clear	Cumbersome	Difficult

Comment as to what material or additional information would be useful to you in the completion of the application process.

Provide your opinion of the effectiveness of the overall IFNA accreditation process:

Excellent	Good	Satisfactory	Poor

You are invited to share ideas for improving the accreditation review process here:

Please complete the following information (this information is not kept in conjunction with any of your responses but is requested in case the IFNA Education Committee needs to clarify your responses above):

Name:
Program:
Address:
City:
Office phone:
E-mail address:

Submit to Marianne Riesen, APAP Manager: marianne.riesen@bluewin.ch

Please submit by:

INTERNATIONAL FEDERATION OF NURSE ANESTHETISTS

Anesthesia Program Approval Process (APAP)

REIMBURSEMENT GUIDELINES for APAP ON-SITE VISITS

Purpose:

These guidelines are designed to inform members of the APAP On-Site Visit Team what expenses will be reimbursed for participation in accreditation visits. All reimbursable expenses must be approved by the APAP Manager or IFNA Executive Director. Nurse anesthesia programs may choose to reimburse the on-site visitors for their expenses directly, if desired. A copy of all expenses paid by a nurse anesthesia program is to be submitted to the APAP Manager by the On-site Visitor for the purpose of estimating future accreditation costs. If a nurse anesthesia program chooses to be billed by IFNA, on-site visitors must submit their expenses to IFNA using the following form.

Travel

Air:	Economy fares only.
Train:	1st Class (sleeper not included).
Bus:	Full expenses.
Car:	To be determined on an individual basis up to the equivalency of first class train travel.

Hotel

Rates will be paid for designated hotels with reasonable rates as selected by the nurse anesthesia program.

Meals

The cost of meals will be reimbursed when paid by the On-Site Visitor.

Other Expenses

Expenses incurred by the On-Site Visitors such as telephone, fax, postage expenses and the expenses for printing materials related to the on-site visit will be reimbursed with the appropriate form and receipts.

Entertainment: No entertainment expenses will be reimbursed.

All requests for reimbursement shall be outlined on the IFNA Reimbursement Form. Receipts or other documentation must accompany the Expense Form. Requests for reimbursement shall be submitted in either Euro's (€) or Swiss Francs (CHF) to the IFNA Treasurer. (Send a copy to the APAP Manager.)

IFNA Treasurer: Zorica Kardos zorica.kardos@gmail.com

APAP Manager: Marianne Riesen: marianne.riesen@bluewin.ch

IFNA Expense Form

Purpose of Meeting: On-Site Visit for Accreditation

Dates:

Travel Expenses/flights/train/car/taxi	**Currency**	**Amount**
Accommodations/hotels/meeting rooms/meals		
Others/fax/printed material/telephone/postage		
Total Amount to be reimbursed		

Name:	Address:
Signature:	
Your Bank Name:	
Your Bank Code:	
Your Account Number:	
Your Bank Address:	

Note: Receipts are required.

C:\Users\User\Documents\My Documents\1. IFNA (current)\APAP\APAP\Documents\Current Documents\DRAFT REVISIONS 2016 On-Site Vistiors' Policies June 2015 FINAL.docx

C:\Users\User\Documents\My Documents\1. IFNA (current)\APAP\APAP\Documents\Current Documents\On-Site Vistiors' Policies June 2015.docx