



## APAP Newsletter, June 2022

**To:** Program Directors of IFNA's Approved Anesthesia Programs  
The Country National Representatives (CNR)  
IFNA Committee Members  
**From:** Marianne Riesen, APAP Manger

Dear Program Directors, CNR, Education Committee, Executive Committee and Practice Committee Members,

The Corona virus is still with us but due to widespread vaccination the strain on the healthcare systems in many countries has been less tight in this respect. There is no reason to relax though. Added to an already significant shortfall of nursing staff a huge number of nurses intend to leave or have left the profession already. The greatest number intending to leave are older, experienced nurses. (<https://www.icn.ch/news/covid-19-pandemic-one-year-icn-warns-exodus-experienced-nurses-compounding-current-shortages>).

A lack of experienced nurses may well have a negative impact on the clinical education of Nurse Anesthesia students. Effective supervision by experienced Nurse Anesthetists and clinical faculty is vital for student learning. Clinical faculty guide the students to do the right interventions and improve their skills and knowledge and gain confidence in their future profession (Tiwaken, Caranto & David 2015). Ensuring Nurses and Nurse Anesthetists are supported, respected, protected, motivated and equipped to safely and optimally contribute in their practice settings will be an even bigger challenge in many countries. This concern was felt by a lot of program directors who were present at the conference in Sibenik, Croatia in May 2022 which fortunately could take place face to face. Not as many of you were joining like in previous conferences. Most Asian colleagues were not allowed to travel, others did not come because of concerns about Covid and some stayed away due to the Ukrainian war.

As at all previous congresses the NBCRNA (sponsor) and the members of the IFNA Education Committee held a luncheon dedicated to the issues of clinical faculty. The theme of this discussion was described as follows: Students enrolled in health profession programs, including nurse anesthesia programs, that involve direct patient care must be monitored and consistently evaluated based on their clinical performance to protect patients from harm. Most clinical educators are expert clinicians but few of them have received an education in adult teaching and learning let alone evaluating students. That leads to uncertainty and subjectivity when it comes to evaluating student's performances. This is concerning because

the course administrator's decisions strongly rely on a student's performance in clinical practice. Often expectations for clinical performance are not clearly stated, agreed on and explained to all anesthesia faculty members and students. The basic question was:

*What can be done to help clinical faculty be better educators of student nurse anesthetists?*  
To guide the discussion the members of the Education Committee asked the following four questions and I added some answers:

**1. Where do your clinical faculty belong?**

In most cases the clinical faculty are employed by the hospital and not by the school. In small programs the classroom faculty also do clinical teaching

**2. How do you currently develop your clinical teachers?**

Some teaching skills are given by some NA programs. The program directors who were offering teaching courses reported low attendance and the course was given up eventually. In some places the advanced students are involved as well. Some program directors found it difficult to recruit clinical faculty. Generally, it seems difficult to retain them. Clinical faculty apparently like the job but it is also more work and little or no appreciation. Work for the students often has to be done outside the normal working time. The additional work and the low appreciation are perceived as a real problem because everybody agreed that they are vital for the education of NA students.

**3. Do your students evaluate the clinical faculty?**

In most of the present programs they do. Two program directors said the evaluations are of little consequence, because clinical faculty are scarce and they have to make do with what is available.

**4. What do program directors think they need to develop clinical faculty to be better educators?**

Suggestions from the program directors:

Train the trainer, also involve advanced students

Develop a valid and reliable assessment tool for practice using the professional standards

To increase reliability of the assessors by regularly calling them to exchange their assessments in meetings with other clinical faculty, the classroom faculty and program director, especially if the assessments vary widely.

This topic of clinical faculty will be followed up by the Education Committee. The traditional session of the Education and Practice Committee was about competency - based education, applying the scope of practice to develop exams and the science behind continuous certification. On the following day we saw three Nurse Anesthetist from Tunisia, Indonesia and Denmark telling the audience what Nurse Anesthesia looks like in their respective countries. Interest in this session was huge. The room was packed with participants.

The **APAP processes** 2021 – 2022 went on as usual.

We have two newly recognized Registration programs this year. Due to the Corona pandemic the members of the Education Committee electronically approved the following **new programs**:

#### **Registration (New)**

Anesthesia Nurses Education Program of Lanzhou University Second Hospital  
82, Cuiyingmen, Chengguan District, Lanzhou City, Gansu Province, China

The Second Affiliated Hospital of Nanchang University  
No.1 Minde Road, Donghu District  
Nanchang City, Jiangxi Province, China

#### **Recognition (New)**

The following programs have newly applied for **Recognition** and this was awarded by the IFNA Executive Committee and officers end of April 2022 in Sibenik, Croatia. After eligibility for level 2 Recognition was established, the programs filled in the application forms, handed in all related material and carried out student and faculty evaluation. The members of the Education committee recommended approval by the Executive Committee. The program's curricula were uploaded to IFNA's website <https://ifna.site/ifna-accreditation-program/>

Saxion University of Applied Science  
Bachelor of Nurse Anesthesia  
P.O. box 70000  
7500KB Enschede  
The Netherlands

Bongolo Hospital, Nurse Anesthesia Training Program  
BP 13.021 Gros Bouquet  
Libreville, Gabon

#### **Renewal of Level 2 Recognition**

Amstel Academie was coming up for renewal but they were asking for an extension due to many changes in their program. This was given by the members of the Education Committee during a Zoom meeting in November 2021

Amstel Academie  
VUmc Amstel Academie  
Postbox 7057  
1007 MB Amsterdam  
The Netherlands

#### **The following level 3 Accreditation programs were applying for renewal**

Received applications and policies, and a timetable containing the steps of the process. The Education Committee reviewed the documents and the student and faculty evaluations and recommended to approve the renewal of all programs. The members of the Executive

Committee and Officers followed the recommendations and electronically awarded the following **program renewals** in April 2022

Ecoles spécialisées Infirmiers Anesthésistes Diplômés d'Etat Infirmiers de Bloc Opératoire  
Diplômés d'Etat  
CFDC DRH AP-HP  
*BATIMENT LERICHE 4<sup>ième</sup> étage*  
*8, rue Maria Helena Vieira Da Silva*  
*75014 Paris*

Western Norway University of Applied Sciences, Program of Master in Clinical Nursing –  
Nurse Anesthesia Specialization, Campus Bergen  
Street Address (or P.O. Box)  
Bergen University College  
Høgskolen i Bergen, Inndalsveien 28 / PO Box 7030  
Code: City: 5068 Bergen

Updated curricula were put on IFNA's website. All recognized programs can be found under  
<https://ifna.site/ifna-accreditation-program/>

### **Renewal of APAP programs 2023**

The programs will be asked to renew their applications that expire in spring 2023. The reviews should be completed in time for decisions at the spring 2023 meetings of the IFNA Education Committee and IFNA Executive Committee. The relevant program directors will be notified by the APAP manager in late September – early October 2022.

### **Recognition:**

Alpha Centauri Educational System (ACES) Nurse Anesthesia Program  
Km 18 Diversion Road  
Ilayang Dupay  
Lucena City, Quezon, Philippines 4301

Licence appliquée en Anesthésie Réanimation, Ecole Supérieure des Sciences et Techniques  
de la Santé de Tunis

Puerto Rico School of Nurse Anesthetists  
656 ave. Ponce De León, Piso 1, Hato Rey, PR 00918  
San Juan  
Puerto Rico (PR)

BenQ Hospital Anesthesia Nursing Education Certificate of Completion  
Department of Anesthesia, the Affiliated BenQ Hospital of Nanjing Medical University,  
The Fourth School of Clinical Medicine.

### **Accreditation:**

Wake Forest School of Medicine Nurse Anesthesia Program  
525 Vine St., Suite 230  
Winston-Salem, NC 27101 USA

Postgraduate Diploma Course in Nurse Anesthesia, Department of Anesthesiology  
University Hospital Basel  
Klingelbergstrasse 23  
CH-4031  
Basel, Switzerland

### **Drop out Deemed Accreditation:**

School of Nurse Anesthesia  
Rosalind Franklin University of Medicine and Science, Department of Nurse Anesthesia, 3333  
Green Bay Road North Chicago,  
IL 60064-3095

### **IFNA is offering one Accreditation Grant**

Are you interested in seeking regular Level3 Accreditation or do you know someone who might like to seek IFNA Level 3 Accreditation for his or her nurse anesthesia program? Eligible nurse anesthesia programs must substantially meet the IFNA Educational Standards as determined by a full review of the program including a written self -study and on-site review. Programs who have never applied to APAP and those who currently hold Level2 IFNA Recognition intending to upgrade are eligible to apply. One grant is currently available that covers the costs of the accreditation process. An application can be ordered from the APAP manager: [apap@ifna.site](mailto:apap@ifna.site) The completed application should be e-mailed to Pascal Rod, at the IFNA Executive Office at [ifna.rod@wanadoo.fr](mailto:ifna.rod@wanadoo.fr). or to Marianne Riesen, IFNA APAP Manager at: [apap@ifna.site](mailto:apap@ifna.site) Deadline: 31.Aug. 2022.

### **Details about the IFNA Accreditation Grant:**

Applying nurse anesthesia programs will be selected to complete the accreditation process which requires completion of all steps in the written procedure for accreditation as outlined in the IFNA *Anesthesia Program Approval Process (APAP) Operational Policies and Procedures* (<http://ifna.site/ifna-accreditation-program/approval-process-for-nurse-anesthesia-programs/>).

A nurse anesthesia program must meet the following requirements to be selected to complete the application process for Level3 IFNA Accreditation.

- The country where the program/school is located needs to be an IFNA member or become an IFNA member prior to hosting an IFNA onsite visit.
- Admission requirements include an education in nursing that prepares a student to succeed in the program.

- There is official evidence from a governmental entity that the program is currently authorized, recognized, chartered, audited, accredited or has some equivalent official status in the country, if available.
- There is evidence that the program has not been denied approval, recognition or accreditation by a governmental or nongovernmental accreditation or quality assurance entity. (This requires the signature of a program official for confirmation.)
- The program has graduated at least 5 classes of students from essentially the same curriculum.
- A completed application, "IFNA Accreditation Grant Application for Nurse Anaesthesia Program Accreditation", must be submitted
- A statement that addresses how accreditation will benefit the program is required.
- A pledge by the program that it will cooperate with the IFNA Education Committee in meeting timelines is required.

**All nurse anesthesia programs are welcome to apply.** We are especially interested in applications from programs located in IFNA member countries that do not currently have a program/school with IFNA accreditation; however, applicants from all IFNA member countries will be considered.

If program directors are interested about any category of recognition they can download an eligibility form and send it to: [apap@ifna.site](mailto:apap@ifna.site) (APAP Manager) or to [ifna.rod@wanadoo.fr](mailto:ifna.rod@wanadoo.fr) (Executive Director). The eligibility forms for Level2 Recognition, Level3 Accreditation can be found under: <https://ifna.site/ifna-accreditation-program/approval-process-for-nurse-anesthesia-programs/>

It is IFNA's goal to have at least one program approved in every member country. IFNA has well over 40 member countries. In some countries more than one program is approved. To advertise APAP more widely I would appreciate if you pass this letter on to the presidents of your National Associations and to all Nurse Anesthesia (NA) or Non – Physician Anesthesia Practitioner (NPAP) schools in your country.

### **Benefits of APAP and Responsibilities of NAs and NPAPs**

Together with APAP the new ICN Guidelines for Nurse Anesthesia will further increase the visibility of Nurse Anesthesia. The International Federation of Nurse Anesthetists (IFNA) believes that it is possible to improve the health and welfare of humanity by promoting international educational standards for non-physician anesthesia programs. Based on this belief and for the purposes of program approval, it is the policy of IFNA to approve programs that admit students who are nurses or who are educated in another scientific area which prepares students to succeed in their anesthesia education.

<http://ifna.site/app/uploads/2017/06/Operational-Policies-APAP-June-2017.pdf>

### **IFNA would also like to see more programs applying for Deemed Accreditation**

If nurse anesthesia programs of a country have to meet national education – and graduate standards and if those standards are equivalent to the *IFNA Educational Standards for preparing Nurse Anesthetists*, the national standards can be compared to the IFNA

standards. An onsite visit by a national approval agency must be included as well. If the national standards are found equivalent, the programs operating under those standards can be awarded “Deemed Accreditation”. The compared standards have to be approved by the IFNA Executive Committee. Criteria can be found under: <http://ifna.site/ifna-accreditation-program/approval-process-for-nurse-anesthesia-programs/>.

### **Change of APAP Manager**

last but not least, I’m handing over the job as APAP Manager to Rebecca Madsen from the US. I enjoyed working with you all and it was a pleasure to have met many of you at past Nurse Anesthesia conferences. I do regret to leave the job but my health does not allow me to go on. I wish you lots of success with your programs in the future.

Sincerely

Marianne Riesen, APAP Manager

Schaffhausen, Switzerland, June 2022





Above: Munot Castle, Schaffhausen, Switzerland

Below: The Rhine Falls at Schaffhausen, Switzerland

#### **References:**

**COVID-19 pandemic one year on: ICN warns of exodus of experienced nurses compounding current shortages**

<https://www.icn.ch/news/covid-19-pandemic-one-year-icn-warns-exodus-experienced-nurses-compounding-current-shortages>

The WFSA Global Anesthesia Workforce Survey . Peter Kempthorne, MBChB, FANZCA,\*† Wayne W. Morriss, MBChB, FANZCA,†‡Jannicke Mellin-Olsen, MD, DPH,†§ and Julian Gore-Booth, MA† . September 2017 • Volume 125 • Number 3 [www.anesthesia-analgesia.org](http://www.anesthesia-analgesia.org)

Tiwaken S., Caranto I. & David J. (2015). The Real World: Lived Experience of Student Nurses during Clinical Practice. *International Journal of Nursing Science* 5(2): 66 - 75



APAP is designed to work with anesthesia programs as they currently exist if they pledge to meet IFNA's Education Standards to the best of their ability. It recognizes the commitment of diverse programs throughout the world to a common standard of educational quality which is possible due to a competency based international framework. The programs vary due to the economic stage of development in a country, the resources available and the diversity of health politics. For these reasons three categories of approval were developed, as you surely all know. One of the major goals of APAP is to help programs improve. Programs need to regularly evaluate whether graduates meet the required standards, courses need to be adapted due to new evidence in the field and administrative conditions are sufficient to sustain a program and produce the required outcome.