



*Commonwealth of
Virginia*

**VIRGINIA BOARD OF NURSING
SURVEY VISIT REPORT
FOR PROGRAMS
HAVING NURSING
ACCREDITATION**

October 2016

Continued Approval Survey Visit

Documents are to be submitted on a CD or hard copy 3-4 weeks prior to scheduled visit:

Most recent CCNE or ACEN Self Study report, site visit summary report and final decision letter

Clinical roster- demonstrating acute and non- acute clinical learning experiences (template included)

Course title and hours document (template included)

Faculty roster (template included)

BON curriculum map (template included)

Faculty continued education, provide a list of activities, certificates may be reviewed during on site visit

Faculty policy on advising

Preceptor packets and policies if applicable to your program

Nursing program handbook (a computer link is acceptable)

School catalog (a computer link is acceptable)

Course syllabi for each nursing course

The program may submit any other documents that you wish to share with the BON.

Please share documents or information that demonstrates excellence in learning, innovations, or best teaching practices

The program will set the agenda.

Board of Nursing Survey Visit Agenda

Agenda Item	Time allotted
Meeting with program director	45 minutes
Tour of facility	45 minutes
Meeting with students- representation from each cohort	45 minutes

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Meeting with faculty- full time, part time, adjunct	45 minutes
Time to review student records/files	1 hour
Time to review supporting documents	2 hours
Meeting with program administration	30 minutes

Survey Report

Nursing Education Program name: _____

Address: _____

Program Director: _____

Controlling institution: _____

Address: _____

Public Schools Programs Only:

Superintendent: Name and Credentials _____

Address: _____

Vocational Director: Name and Credentials _____

Address: _____

Principle: Name and Credentials _____

Address: _____

Length of Program _____ years _____ semesters/ quarters

Total Student Enrollment _____

Day _____

Evening _____

Weekend _____

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Nursing faculty

Total number of faculty _____

Full Time

Doctorate degree	MS/MSN	BS/BSN	ADN	Diploma	Total

Part-time /adjunct

Doctorate degree	MS/MSN	BS/BSN	ADN	Diploma	Total

List support staff and other essential personal

Librarian

Administrative Assistant

NCLEX pass rates of first time test takers

Year	Pass rate	Number of tests administered	Number of graduates passing	Number of graduates failing
2012				
2013				
2014				
2015				

Faculty Roster

CURRENT FACULTY RANK/TITLE NAME	FULL TIME/ PART TIME Date of initial hire	COLLEGE/ UNIVERSITY	NURSING CREDENTIAL	HIGHEST DEGREE OBTAINED	MAJOR TEACHING RESPONSIBILITY	YEARS EXPERIENCE PRACTICE	YEARS EXPERIENCE TEACHING	STATE OF LICENSURE LICENSE NUMBER AND EXP. DATE
example: Mary Who, Associate Professor	Full time 3/10/2000	Best University	RN, MS, DNP, CCRN	DNP	Acute Care MedSurg	25	14	VA 11111 12/31/2015

Clinical Agencies

Clinical Agency Name/ Accrediting Body date	Agency Contact phone number and email	Date of Contract	Clinical experiences obtained	Number of students per clinical unit/ Hours in direct client care/ Indicate preceptor experiences with *
		Date last attended		
Example: 1.The Best Hospital	Mary Lou Who 331-111-1111 mlw@Bestplace.	3/10/2010- 3/10/2015	Medical Surgical	8
TJC 2014		2/10/2015		
1.				
2.				
3.				
4.				
5.				

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6.				
7.				
8.				
9.				
10.				
11.				
12.				

Direct Client Care Clinical Experience Hours

Specialty Area	Fundamentals		Adult medical/surgical nursing		Adult medical/surgical nursing		Adult medical/surgical nursing			
	Name of Clinical Agency	Hours	Name of Clinical Agency	Hours	Name of Clinical Agency	Hours	Name of Clinical Agency	Hours	Name of Clinical Agency	Hours
Course Title and number										
Acute Setting Clinical										
Non- acute setting clinical										

Direct Client Care Clinical Experience Hours

Specialty Area	Geriatric nursing		Maternal/infant (obstetrics, gynecology, neonatal)		Mental health/psychiatric		Pediatric			
	Name of Clinical Agency	Hours	Name of Clinical Agency	Hours	Name of Clinical Agency	Hours	Name of Clinical Agency	Hours	Name of Clinical Agency	Hours
Course Title and number										
Acute Setting Clinical										
Non- acute setting clinical										

18VAC90-20-121. Curriculum for direct client care.

A. A nursing education program preparing a student for licensure as a registered nurse shall provide a minimum of 500 hours of direct client care supervised by qualified faculty. A nursing education program preparing a student for licensure as a practical nurse shall provide a minimum of 400 hours of direct client care supervised by qualified faculty. Direct client care hours shall include experiences and settings as set forth in 18VAC90-20-120 B 1.

B. Licensed practical nurses transitioning into prelicensure registered nursing programs may be awarded no more than 150 clinical hours of the 400 clinical hours received in a practical nursing program. In a practical nursing to registered nursing transitional program, the remainder of the clinical hours shall include registered nursing clinical experience across the life cycle in adult medical/surgical nursing, maternal/infant (obstetrics, gynecology, neonatal) nursing, mental health/psychiatric nursing, and pediatric nursing.

C. Any observational experiences shall be planned in cooperation with the agency involved to meet stated course objectives. Observational experiences shall not be accepted toward the 400 or 500 minimum clinical hours required. Observational objectives shall be available to students, the clinical unit, and the board.

D. Simulation for direct client clinical hours.

1. No more than 25% of direct client contact hours may be simulation. For prelicensure registered nursing programs, the total of simulated client care hours cannot exceed 125 hours (25% of the required 500 hours). For prelicensure practical nursing programs, the total of simulated client care hours cannot exceed 100 hours (25% of the required 400 hours).
2. No more than 50% of the total clinical hours for any course may be used as simulation.
3. Skills acquisition and task training alone, as in the traditional use of a skills laboratory, do not qualify as simulated client care and therefore do not meet the requirements for direct client care hours.
4. Clinical simulation must be led by faculty who meet the qualifications specified in 18VAC90-20-90.
5. Documentation of the following shall be available for all simulated experiences:
 - a. Course description and objectives;
 - b. Type of simulation and location of simulated experience;
 - c. Number of simulated hours;
 - d. Faculty qualifications; and
 - e. Methods of debriefing.

Curriculum Map to VA BON Regulations

18VAC90-20-120. Curriculum.

Insert nursing course numbers in the top row of the column. Place a ✓ in the corresponding row, indicating information is completed during the course									
A. Both classroom and online curricula shall reflect the philosophy and objectives of the nursing education program and shall be consistent with the law governing the practice of nursing.									
B. Nursing education programs preparing for licensure as a registered or practical nurse shall include:									
1. Evidence-based didactic content and supervised clinical experience in nursing encompassing the attainment and maintenance of physical and mental health and the prevention of illness for individuals and groups throughout the life cycle and in a variety of acute, nonacute, community-based, and long-term care clinical settings and experiences to include adult medical/surgical nursing, geriatric nursing, maternal/infant (obstetrics, gynecology, neonatal) nursing, mental health/psychiatric nursing, nursing fundamentals, and pediatric nursing;									
2. Concepts of the nursing process that include conducting a focused nursing assessment of the client status that includes decision making about who and when to inform, identifying client needs, planning for episodic nursing care, implementing appropriate aspects of client care, contributing to data collection and the evaluation of client outcomes, and the appropriate reporting and documentation									

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of collected data and care rendered;									
3. Concepts of anatomy, physiology, chemistry, microbiology, and the behavioral sciences;									
4. Concepts of communication, growth and development, nurse-client interpersonal relations, and client education, including:									
a. Development of professional socialization that includes working in interdisciplinary teams; and									
b. Conflict resolution;									
5. Concepts of ethics and the vocational and legal aspects of nursing, including:									
a. Regulations and sections of the Code of Virginia related to nursing;									
b. Client rights, privacy, and confidentiality;									
c. Prevention of client abuse, neglect, and abandonment throughout the life cycle, including instruction in the recognition, intervention, and reporting by the nurse of evidence of child or elder abuse;									
d. Professional responsibility to include the role of the practical and professional nurse;									
e. Professional boundaries to include appropriate use of social media and electronic technology; and									
f. History and trends in nursing and health care;									
6. Concepts of pharmacology, dosage calculation, medication administration, nutrition, and diet therapy;									

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7. Concepts of client-centered care, including:									
a. Respect for cultural differences, values, and preferences;									
b. Promotion of healthy life styles for clients and populations;									
c. Promotion of a safe client environment;									
d. Prevention and appropriate response to situations of bioterrorism, natural and man-made disasters, and intimate partner and family violence;									
e. Use of critical thinking and clinical judgment in the implementation of safe client care; and									
f. Care of clients with multiple, chronic conditions; and									
8. Development of management and supervisory skills, including:									
a. The use of technology in medication administration and documentation of client care;									
b. Participation in quality improvement processes and systems to measure client outcomes and identify hazards and errors; and									
c. Supervision of certified nurse aides, registered medication aides and unlicensed assistive personnel.									
C. In addition to meeting curriculum requirements set forth in subsection B of this section, registered nursing education programs preparing for registered nurse licensure shall also include:									

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1. Evidence-based didactic content and supervised clinical experiences in conducting a comprehensive nursing assessment that includes:									
a. Extensive data collection, both initial and ongoing, for individuals, families, groups, and communities addressing anticipated changes in client conditions as well as emerging changes in a client's health status;									
b. Recognition of alterations to previous client conditions;									
c. Synthesizing the biological, psychological and social aspects of the client's condition;									
d. Evaluation of the effectiveness and impact of nursing care;									
e. Planning for nursing interventions and evaluating the need for different interventions for individuals, groups and communities;									
f. Evaluation and implementation of the need to communicate and consult with other health team members; and									
g. Use of a broad and complete analysis to make independent decisions and nursing diagnoses;									
2. Evidence-based didactic content and supervised experiences in:									
a. Development of clinical judgment;									
b. Development of leadership skills and unit management;									
c. Knowledge of the rules and principles for delegation of nursing tasks to unlicensed persons;									

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d. Supervision of licensed practical nurses;									
e. Involvement of clients in decision making and a plan of care; and									
f. Concepts of pathophysiology.									