

SESSION TITLE:	Faculty Program Part 1: Perioperative Nursing Is Back In The Curriculum!
SPEAKER NAME:	Nancy F. Langston, PhD, RN, FAAN Kay Ball, PhD, RN, CNOR, FAAN
SESSION NUMBER:	9062
DATE/TIME:	Wednesday, March 6, 2013, 10-11:30am
CONTACT HOURS:	1.5 CH

OVERVIEW:

In 2006, the AORN Board of Directors approved a position statement on the value of clinical learning activities in the perioperative setting in undergraduate nursing curricula. At the 2007 Congress, the position statement was reviewed and an educational session offered describing the work of the Task Force that developed the position statement and the options for integrating perioperative nursing in undergraduate curricula. In this program, attendees will learn about a University that has a course in perioperative nursing – for all students, not just those who elect to do an optional rotation in a perioperative care setting.

OBJECTIVES:

1. Describe the 2006 Position Statement on the value of clinical learning activities in the perioperative setting in undergraduate nursing curricula.
2. Review the key elements of an undergraduate academic course in perioperative nursing.

BIOGRAPHIES:

Nancy F. Langston, PhD, RN, FAAN, has a long history of involvement in activities of the National League for Nursing. She began her volunteer activities at the national level in the late 1970's while she was serving as the Associate Dean for undergraduate programs at the University of Nebraska. In the 1980's she served as an NLN accreditation site visitor and a member of the Accreditation Review Panel. In the early 1990's she served as chairperson of the council of Baccalaureate and Higher Degree program and as a member for the Board of Governors of the NLN. During this time, the NLN began an extensive review and revision of its accreditation criteria to focus on program outcomes rather than processes. In 1979, she was elected to the position of president-elect of NLN and served in that capacity for two years. She then assumed the position of president for the 1999-2001 term. During her terms as president-elect and the president, the accreditation function of NLN was separated from the parent organization and created as a subsidiary of the NLN with the title the National League for Nursing Accrediting Commission. During the time of her service as president, the NLN transformed itself by re-establishing its focus on quality nursing education and faculty development. It restructured its membership from councils that divided people among the various educational types into mission focused work groups and created the primary organizational membership as institutions rather than individuals. She then served as the founding chairperson of the NLN Foundation for Nursing Education - a separate 501 C3 Corporation dedicated to support of nursing education research and educational scholarships for nurses to continue their education to become nurse faculty. It is in her capacity as chairperson of the Foundation that she became involved in work with AORN around the common interests of the two organizations in preparing the nursing work force for the future. She served as a member of the AORN/NLN Think Tank and the Nursing Education Committee of AORN.

Kay Ball, PhD, RN, CNOR, FAAN, has been involved with continuing education planning for over 25 years. She has worked with ANCC and Ohio Nurses Association credentialing requirements for at least 17 years. Kay is an avid author and also lectures extensively throughout the USA and the world.

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FACULTY DISCLOSURE:

Nancy Langston	7. No conflict.
Kay Ball	7. No conflict.

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AORN – NLN Perioperative Think Tank

“Perioperative nursing is real nursing—it just is practiced in specialty settings, such as the OR and post anesthesia care units, which are not unlike other specialty settings, such as critical care units and emergency departments.”

“The vast majority of the knowledge, skills, and values needed for a generalist practice can be learned in perioperative clinical sites or those that focus on perioperative care. For example, the perioperative arena could be used in medical/surgical courses in which students could develop skills such as physical assessment, problem identification, care planning, starting IV lines, catheterization, and patient positioning. This may be a concept that should be promoted to schools of nursing. Framing the recommendation in terms of all the learning outcomes that could be achieved through a perioperative clinical experience might lead to greater acceptance by faculty members.”

Girard, 2004



The Essentials of Baccalaureate Education

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Essential III: Scholarship for Evidence-Based Practice

Essential IV: Information Management and Application of Patient Care Technology

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

Essential VIII: Professionalism and Professional Values

Essential IX: Baccalaureate Generalist Nursing Practice

AACN, Essentials of Baccalaureate Education for Professional Nursing Practice



Knowledge Work

Nurses are not DOERS
who happen to think
but are
THINKERS who also do.

Relevant Curriculum Criteria For Our Case

Curriculum developed by nursing faculty flows from the nursing education unit philosophy/mission through an organizing framework into a logical progression of course outcomes and learning activities to achieve desired program objectives/outcomes.

Relevant Curriculum Criteria For Our Case

Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, value, and competencies necessary for nursing practice.

Documentation For Criterion

Clinical resources support sufficient numbers and varieties of baccalaureate/associate degree level experiences.

Results of brief survey of inclusion of perioperative content in schools of nursing – conducted 2009 by select members of the Education Committee

Respondents

3 Hospital Schools – All in Virginia. All report some classroom content; range 3-12 hours and 2 of the 3 report 16 hours of clinical experiences. Content and clinical within adult health course.

21 Associate Degree – 15 in Virginia, 2 in Georgia, 3 in Texas, and 1 in Connecticut. All report some classroom content; range 1-14. 20 respondents indicate clinical rotations with range of 6-100 hours.

14 Bachelor's Degree - 7 in Virginia, 4 in Texas, 1 in New Hampshire, and 2 in Georgia. 12 report some classroom content; range 3-12. 11 of those report clinical experiences range 6-72 hours.



Reasons for not including or not including more perioperative content clinical

If we did that we would loose our accreditation– we are suppose to prepare generalists not specialists.

Too much content already included in curriculum in order to prepare students for NCLEX.

Cannot get clinical sites that can accommodate numbers of students we must place in a clinical group.

Do not have faculty who have knowledge and skills necessary to teach the content or supervise students.



One School's Limited Inclusion

Perioperative nursing becomes a part of the curriculum of the school – 2 two-hour classes for all students, an externship offered every semester to “interested students,” two upper division electives for students who completed the externship (up to 5 credit hours), and one of the clinical placement for students in the senior level critical care course.

Students “love it.” They can identify the competencies of the generalist nurse that they learn in the perioperative experience – as they say “better than anywhere else” - “constant assessment of the patient, assessment of the environment, teamwork, advocacy, and safety.”

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Reframing of Student Learning



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Birth of a Request

OR Director at a Columbus, OH hospital requested that Otterbein consider a perioperative nursing course because of the anticipated future shortage of perioperative nurses.



Collaboration Among Otterbein, AORN, and Ohio Health



NURS 4999 – Introduction to Perioperative Nursing

**3 credit hours = 42 didactic hrs
1 clinical hour – 4 didactic hrs**

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NURS 4999 – Introduction to Perioperative Nursing

- 1. Syllabus**
- 2. Learning opportunities**
- 3. Schedule**

***J-term:
15 week
semester in
15 days***



Planning with the Players



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Otterbein U. & Ohio Health Hospitals



Course Coordinator, Surgery
Educators, Preceptors, Surgery
Directors, Simulation Experts

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Objectives with Essentials

1. Identify **leadership skills** needed to promote a safe perioperative environment and high quality surgical care. (Essential II)
2. Describe current **evidence and best practices** that provide the foundation for perioperative nursing practice (Essential III)
3. Explain patient care **technology** (surgical devices & equipment) needed during surgical procedures to maximize clinical outcomes. (Essential IV)
4. Discuss the importance of **meaningful communication and active collaboration** among the different surgical team members to enhance high quality and safe perioperative patient care. (Essential VI)
5. Exhibit the **ethical and caring attributes** of having a surgical conscience when functioning in the peri-operative environment. (Essential VIII)
6. Assess the complexity and variations in the physical and behavioral **responses of patients and their families or significant others** to the surgical experience. (Essential IX)

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Learning Opportunities

- **Eight AORN perioperative 101 modules**
 - Anesthesia (1.3 CE)
 - Periop Assessment (2.0 CE)
 - Surg scrub, gown, glove (1.0 CE)
 - Skin preps (1.5 CE)
 - Positioning (2.5 CE)
 - Safety (3.0 CE)
 - Instruments (2.0 CE)
 - Sterilization (2.5 CE)
- **Classroom lectures**
- **Simulation lab**
- **Clinical experiences**



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Challenges

- Marketing a new elective course
- Number of students
- Preceptor criteria
- J-term time limits
- Snow days?

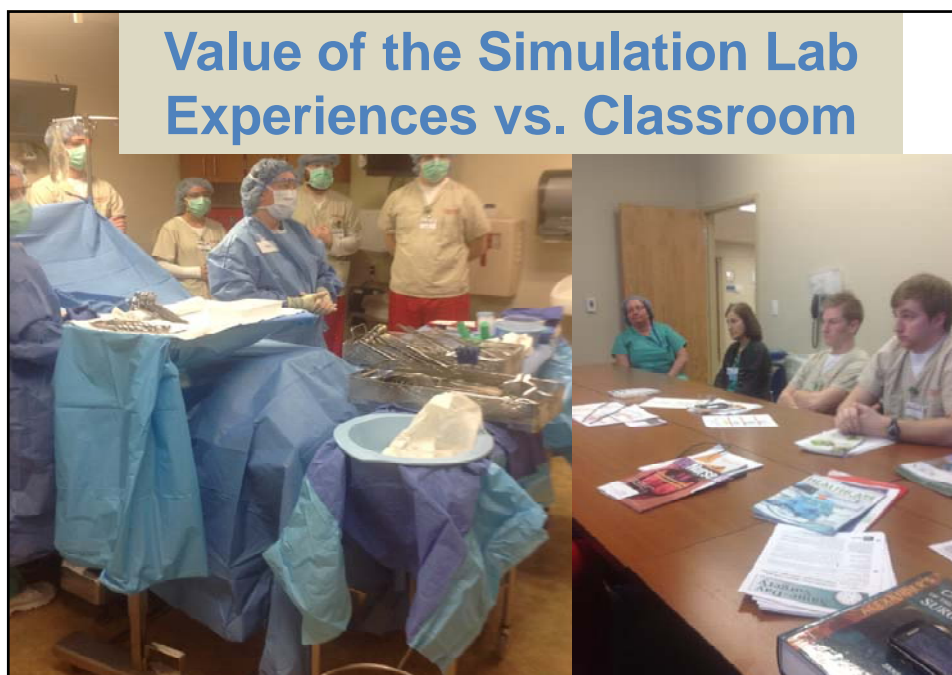


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Students with keen interest in surgery

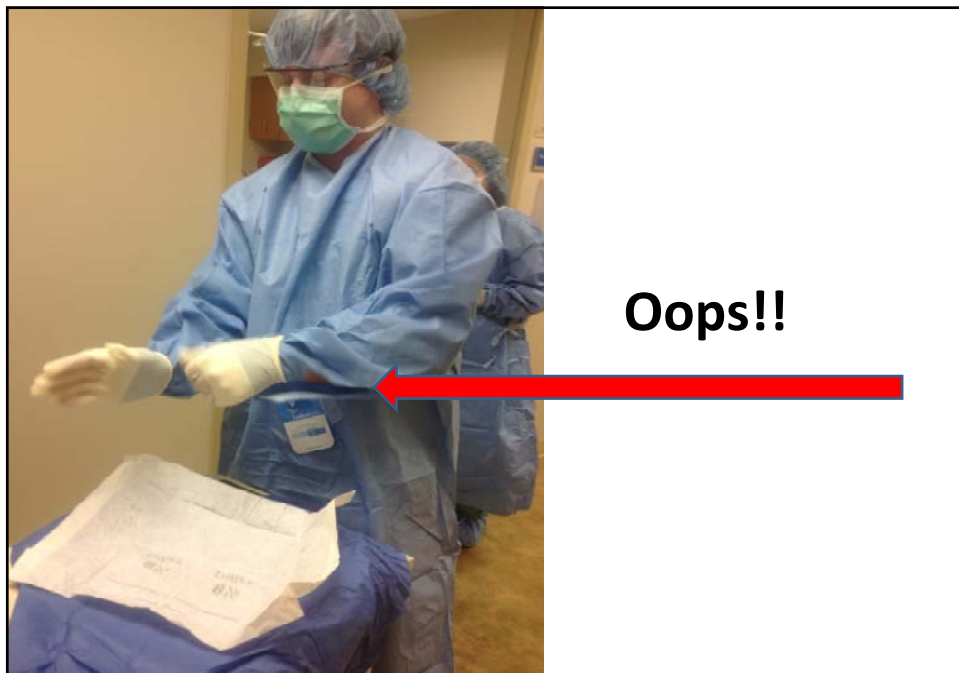


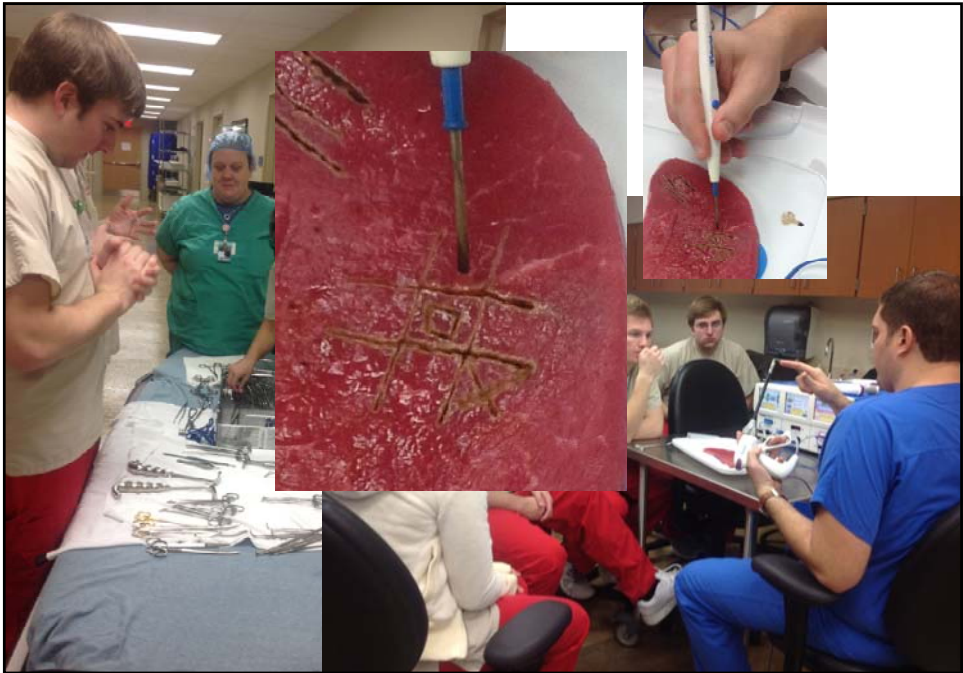
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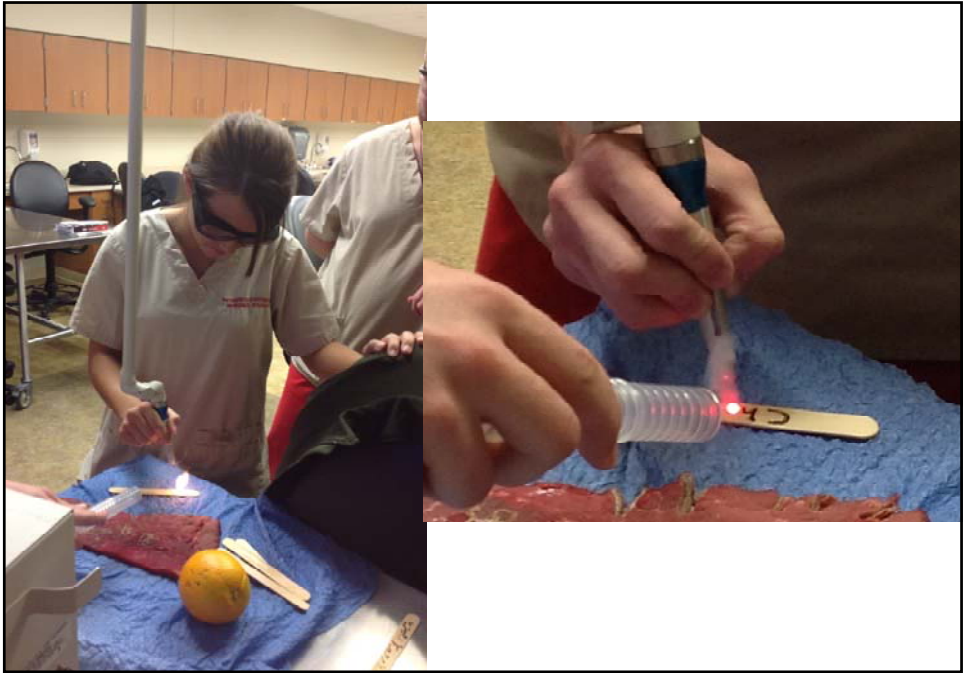


Classes

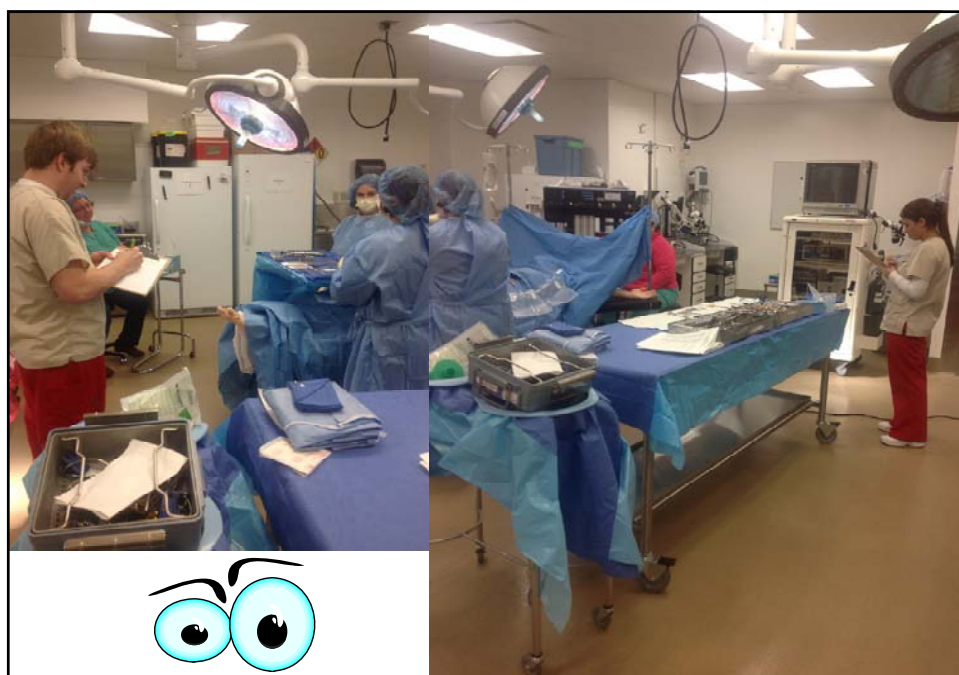
- **Class 1** – overview of surgery, surgical attire, roles, zones, equipment, time out, opening sterile packs & supplies, anesthesia types
- **Class 2** – scrub, gown, glove; pt positioning; pt prep; instrumentation, counts
- **Class 3** – surgical smoke, energies (ESU, laser, ultrasonics), assisting anesthesia, lap mentor
- **Class 4** – What's wrong with this setting; student presentations
- **Class 5** – Practice lab (2 hours)
- **Class 6** – Final exam, celebration lunch













Outcomes

- **Periop Nursing Elective in BSN Curriculum**
- **Students are first in line for hire when they graduate**
- **Collaborative qualitative research study**
- **This course used as a pilot for other electives to fill shortage areas**
- **Teamwork led to success!**



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References

1. AACN (2008). The essentials of baccalaureate education for professional nursing practice. www.aacn.nche.edu/education-resources/baccessentials08.pdf
2. Girard, N.J. (2011). Perioperative education: Perspective from the think tank. *AORN Journal*, 80, 827-838.
3. Messina, B.A., Ianniciello, J.M., & Escallier, L.A. (2011). Opening the doors to the OR: Providing students with perioperative clinical experiences. *AORN Journal*, 94, 180-188.

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