To design, implement, and evaluate the effectiveness of the perioperative immersion range

There were limitations noted in the literature relating to the educational design of the immersion range. Few nursing programs offer courses in perioperative nursing and, if offered, they are elective and not required. Randomized controlled studies to compare student learning outcomes in groups that participate in a perioperative immersion program capstone and those that do not are a need for perioperative immersion programs that incorporate teaching strategies to provide effective transformative experiences for nursing students to ensure safe and effective care of patients.

The result of the project was limited by the small sample size of only 12 students who were not part of a randomized controlled study group. There were more than 50 nursing students in the course, but only 12 of them met the criteria for the perioperative immersion program determined by the nursing school and available placement opportunities determined by the hospital system in relation to space and preceptornship. There were limitations noted in the literature relating to the educational design of the immersion program for comparison such as use of simulation, didactic content, and clinical experience and student outcomes with validated examinations and competencies.

Variations and incongruences were noted in the clinical experience and preceptorship by the students who may have affected the quality of the program. These confounding variables were controlled by frequent collaboration with the perioperative leadership team and regular debriefing with the students to maintain a quality clinical experience. These limitations were also minimal by the high level of access and open dialogue with staff, the anesthesiologist, and the surgical team during the experiences and the clinical rotations in all perioperative patient care areas.

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Perioperative Immersion Program: Transition to Practice

Abstract

The perioperative specialty is an example of an area where clinical experiences are needed.

❖ Few nursing programs offer courses in perioperative nursing and, if offered, they are elective and not required.
❖ To compound the issue, nursing programs that offer perioperative courses may lack the integral foundation for the transition of the student nurse from classroom knowledge into practice at the bedside.

Background of the Problem

❖ The undergraduate student without clinical experience in the perioperative setting is challenged in applying basic principles of sterile technique, including gowning and gloving and recognition of breaks in sterile technique, which applies to care of all patients in any setting.
❖ A survey conducted by the Nursing Executive Center found that frontline nurses believed that only 28% of new graduate nurses are fully prepared to provide safe and effective care, whereas academic leaders put the number at 96% (Butler, Volkach, Stevent, & Conroy, 2009).
❖ A 10-year integrated review of best practices in new graduation transition programs found that up to 76% of graduate nurses are deficient in various competencies and skills, and 38% of the graduates received a pass in the perioperative course (Hoskins, 2005; Sharpnack et al., 2013; Rush, Adamack, Gordon, Lilly, & Janke, 2013).
❖ Gregory, Bolling, and Langton (2015) stated that a partnership between nursing schools and hospitals can create an “innovative learning model that reintroduces perioperative experience” for undergraduate nursing students.

Significance of the Problem

❖ The perioperative specialty is an example of an area where clinical experiences are needed.
❖ Few nursing programs offer courses in perioperative nursing and, if offered, they are elective and not required.
❖ To compound the issue, nursing programs that offer perioperative courses may lack the integral foundation for the transition of the student nurse from classroom knowledge into practice at the bedside.

Previous Research

❖ Edward, Backer, Carrier, and Rao (2015) systematic review found that perioperative programs increase confidence, decreased anxiety, increased job satisfaction, improved recognition of role and responsibilities, higher level of knowledge acquisition, improved confidence and satisfaction with the program, rule-compliance, and the level of expectations met.
❖ Organizational benefits of transition programs noted by the systematic review by Plotzfeld et al. (2001) listed positive outcomes for the employer including higher retention rates, a higher level of competency, reduced evaluation costs, increased staff satisfaction, and patient satisfaction.
❖ Fortas (2015) conducted a randomized longitudinal study in 15 universities with results that clinical experience in the operating room increased surgical knowledge and understanding of nursing care in the perioperative and postoperative areas compared with no operating room experience.
❖ The results of a randomized controlled study with repeated measures and experimental design by Sipols and Yaman (2004) indicated that clinical experiences in an operating room correlate positively with knowledge and skill enhancement of undergraduate nursing students.
❖ Educational programs and interventions that should be part of the design of transition programs include creating a hands-on clinical environment with active engagement, simulation, didactic methods, and taking into account teaching and learning styles (Chan, 2013; Can AC Mental Health, 2016; Zigmunt et al., 2015).

Theoretical Framework

❖ Kolb’s experiential learning theory harnesses the power to create a strong foundation to build knowledge skill with acquisition with simulation based education and clinical experiences (Pover, Callan, & Schar, 2014).
❖ The learners transform experiences into learning and development through action and reflection (Schmidt et al., 2016).
❖ These include clinical experiences that allow the student to apply knowledge in practice, reflect upon these actions, accept progress and challenges, and formulate insights with debriefing that explains clinical reasoning and problem-solving strategies (Schubert-McCuen, & Griffiths, 2016).

Methodology

❖ Twelve senior nursing students out of 50 were selected by the dean from the college of nursing three-credit transition program. The 12 selection criteria by the dean or director included a 3.5 grade point average and an essay explaining the desire to participate in the program.
❖ The 2-week program contained a didactic portion with simulation and clinical experiences with patients and various teaching and learning modalities.

Data Analysis

❖ The data project included the exam scores and competency validation tool.
❖ Student scores were analyzed using the Wilcoxon Signed Rank Test to compare the statistical significance of the difference between pre-test post-test.
❖ The project included the comparison of knowledge acquisition and application.

Study Strengths and Limitations

❖ This project allows to fill the gap in practice consistent with the literature that there is a lack of various basic skills and competencies of the graduate nurse due to lack of transitional educational program that include simulation labs and clinical experiences.
❖ The students in this project used to pass the AORN knowledge based exam on sterile technique and gowning and gloving. The students were unable to complete basic competency on gowning and gloving, challenged in the ability to open the basic package and gown without contamination. This was not the student’s fault but the educational structure of many nursing programs today. The students are receiving the finest education but the finer details of clinical experience are missing.
❖ Clinical experience and classroom experience with various skills development has been on the decline.
❖ There is a need for perioperative immersion programs that incorporate teaching strategies to provide effective transformative experiences for nursing students to ensure safe and effective care of patients.
❖ The result of missing important component is a set up for failure.
❖ This is the reason the collaboration between nursing programs and hospital centers are needed to ensure the development of their skills and competencies.

Implications for Practice

❖ Stout, Short, Aldrich, and Provencio-VAquez (2015) emphasized the need for a smoothed transition from theory to practice regarding the student nurse. The perioperative immersion program was designed as an educational intervention that increased the knowledge, skills, and competency in nursing students with concentration on sterile technique while assisting in the transition of knowledge to practical skills utilized in all healthcare settings.
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References Available On Request

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