

Presentation Information

Poster Title: *Student's Safety Perception after a Perioperative Experience*

Purpose

The purpose of this study was to examine student perceptions of safety concepts after a one-day perioperative shadowing experience.

Background and Significance

Safety, one of the six QSEN competencies, is an important concept for prelicensure nursing students (Cronenwett et al., 2007). The perioperative environment has a strong safety focus and culture. While didactic information regarding the perioperative environment is offered within a medical/surgical course, an experiential opportunity supports increased insight. A concern is that due to limited perioperative experiences, students may not fully comprehend or recognize the safety concepts (Gropelli & Shanty, 2018; Kilduff et al., 2018). Furthermore, a limited perioperative exposure may impact students' interest in future employment in the area.

Method/procedures

Faculty designed a clinical learning experience for junior level BSN nursing students in the first medical/surgical nursing course. Each student participated in a 10-hour experience starting in the preoperative phase, to the operating room, postanesthesia area, and discharge from the surgery center or admission to a hospital room. The experience objectives directed students to focus on roles of the perioperative care team, patient care, discharge process, and embedded safety interventions. IRB approval was granted for a mixed method design to gather student perceptions of knowledge gained and intent to apply knowledge from the perioperative experience and accompanying reflection assignment.

Major Outcomes

Analysis of the reflection assignment supported face validity for the assignment as effective prompts to engage students in reflection about perioperative safety concepts. Thematic analysis of the survey revealed that the students gained knowledge and learned to value: 1) That effective teamwork is important for patient safety, 2) Nurses' play a vital role in safe perioperative care, and 3) Quality communication within the perioperative team is important for safety. Students planned to apply by: 1) enhanced empathy for the patient experience, 2) knowledge to educate their patient about the surgical experience, and 3) improved communication skills.

Conclusions and Implication

This study provided nurse educators evidence of a valid tool (assignment) to gather student perceptions of safety in the perioperative environment as well as illuminated how a clinical observation of all perioperative areas may influence the knowledge and intent to apply knowledge to their own practice. This information could be used to support implementation of

perioperative experiences in nursing programs as well as to inform educators of the value of safety-focused objectives.

References

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