

# Student's Safety Perception after a Perioperative Experience

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## Background

- The perioperative environment has a strong safety focus and culture.
- Due to limited perioperative experiences, students may not fully comprehend or recognize the safety concepts (Gropelli & Shanty, 2018; Kilduff et al., 2018).

## Purpose

Examine student perceptions of safety concepts after a one-day perioperative shadowing experience.

## Method

Thematic analysis of reflection assignment and survey after a 10 hour perioperative observation experience.

## Student Experience

- BSN students in a first med/surg course follow a patient from the preoperative area, to the operating room, postanesthesia area, and discharge from the surgery center or admission to a hospital room.
- Reflection objectives guide students to focus on roles of the perioperative care team, patient care, discharge process, and embedded safety interventions.

## Findings

Students gained knowledge and learned to value:

- That effective teamwork is important for patient safety.
- Nurses' play a vital role in safe perioperative care.
- Quality communication within the perioperative team is important for safety.

Students planned to apply this knowledge by:

- Enhanced empathy for the patient experience.
- New knowledge to accurately educate their patient about the surgical experience.
- Improved communication skills.

## Implications for Practice

- Clinical observation of all perioperative areas may influence the knowledge and intent to apply knowledge to practice.
- Finding may support implementation of perioperative experiences in nursing programs as well as to inform educators of the value of safety-focused objectives



## References

- Gropelli, T. & Shanty, J. (2018) Nursing students' perceptions of safety and communication issues in the clinical setting. *Journal of Nursing Education*, 57(5), 287-290. <http://dx.doi.org/10.3928/01484834-20180420-06>
- Kilduff, C., Leith, T., Drake, T. & Fitzgerald, J. (2018). Surgical safety checklist training: A national study of undergraduate medical and nursing student teaching, understanding and influencing factors. *Postgrad Medical Journal*, 94, 143-150. <http://dx.doi.org/10.1136/postgradmedj-2016-134559>