



Innovative Approaches to Clinical Teaching and Learning

Caring for Clients Undergoing Perioperative Surgical Experiences by Nursing Students

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Innovative Approaches to Clinical Teaching and Learning



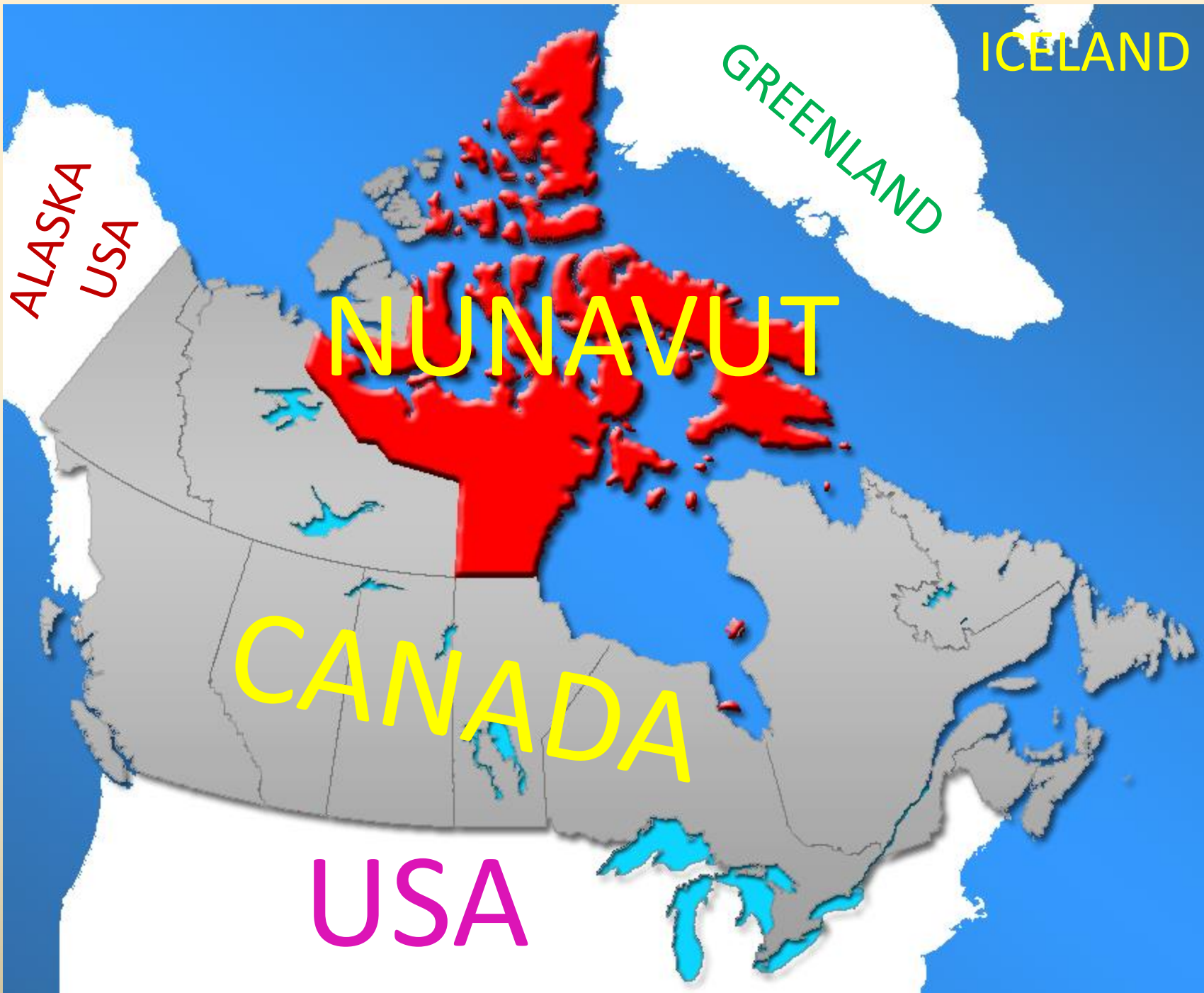
**Dianne
Iyago
BScN**



**Nancy Mike
and Family
Final Year**



**D'Arcy
Masson
BScN**



ALASKA
USA

GREENLAND

ICELAND

NUNAVUT

CANADA

USA

Nunavut? Where On Earth Is That?

- The largest, northernmost, newest territory of Canada
- History dates back approximately 4000 years
- Comprises a major portion of Northern Canada
- Nearly one-fifth the size of Canada
- Fifth largest country subdivision in the world, as well as the largest in North America
- The least populous of the provinces and territories
- Population = 31,906
- 56% of population under the age of 25 years

Census 2011, Friesen, 2012

Nunavut Territory



Iqaluit: Nunavut's Capital City

Iqaluit Skyline in Winter



“The Place of Many Fish”

Nunavut Health Care Facilities

- ***Qikiqtani General Hospital***
 - Serves approximately 16,000 people living in the Qikiqtani (Baffin) Region, which is home to twelve communities spread over approximately one million square kilometres.
- ***Health Centers*** = Twenty-five (25)
 - Located in all 25 Communities across the Territory

Qikiqtani General Hospital



An Accredited 35-Bed Acute Care Facility

Nunavut Arctic College

Established in 1986

Nunatta Campus



The College Has Three Main Campuses
and 25 Community Learning Centres
Located in all 25 Communities of Nunavut



Originally established as
an Adult Vocational
Training Center
Became **Nunavut Arctic
College** when the
Territory was established
on April 1, 1999

Instructors and
Administrative
Staff Sharing
As Part of the
Culture



Arctic Nursing Program


Nursing in the North

Partnership - Dalhousie University School of Nursing


- A four-year Bachelor of Science in Nursing Program

Curriculum

- Emphasizes awareness and respect for Inuit culture
- Prepares graduates as entry-level practitioners able to work in:
 - Hospitals
 - Long-term care facilities
 - Community-based agencies



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**Nunavut
Arctic College**



**DALHOUSIE
UNIVERSITY**
Inspiring Minds

Pre-Nursing
BScN (Dalhousie)
*Maternity Care
Worker*

**ALL PROGRAMS
IN IQALUIT**

Start date Sept '14

Acute Alterations in Health ... A Clinical Course for Year 3 Nursing Students

Integration of

- ***Nursing Knowledge and Process*** in the care of adults coping with acute illness
- ***Primary Health Concepts*** as related to acute alterations in health

Development of Student Knowledge and Skills in the domains of clinical experiential learning in acute care settings

- ***Provides students with the opportunity***
 - To collaborate with clients experiencing acute alterations in health
 - To work with and assist clients through a **continuum of care** to meet their optimal level of functioning

***NAC Nursing Student Manual,
2014***

Conceptual Framework

- **Holistic Health Care**
- **Critical Thinking**
- **Reflective Thinking and Reflective Practice**
- **Nursing Process**
- **Nursing Care Plan**
- **Holistic Perioperative Health Care Plan**
- **Kurt Lewin's Model of Change**

Instructor's Role

Promote and enhance
Critical Thinking and
Reflective Thinking as ...

- A fundamental skill applicable in nursing practice to improve and maintain client care
- A natural precursor to the evidence-based practice initiative

Help Students “re-live” a clinical experience in providing ***reflective holistic health care*** to clients experiencing acute alterations in health

Goal of Holistic Care

- To bring a balance to the body, mind, emotions, and spirit

Instructor's Role ...

Enhance Awareness that ...

- A ***Healing path*** or ***health care plan*** in a **holistic approach** is different for each individual even if the client shares the same diagnosis with others

Encourage Students to

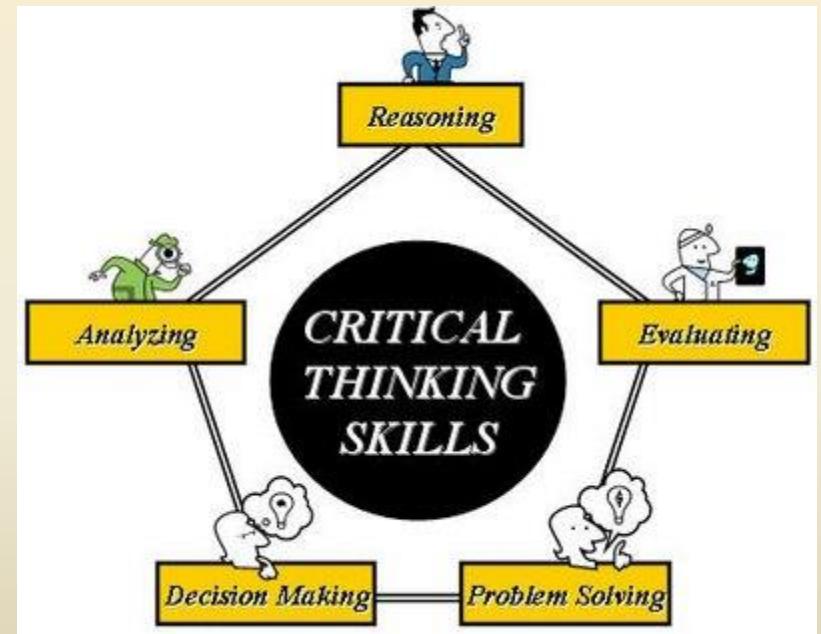
- Promote the Client's knowledge about his or her own condition

- Involve client in his or her care plan
- Help client feel empowered and less dependent on the health care system

Encourage the client to learn how to be in tune with and listen to his or her own body, which has all the answers

Critical Thinking

- The art of a student analyzing and evaluating his or her thinking
- A **commitment** to look for the best way, based on the most current research and practice findings
- Going beyond performance of skills and interventions in order to become an effective and caring learner

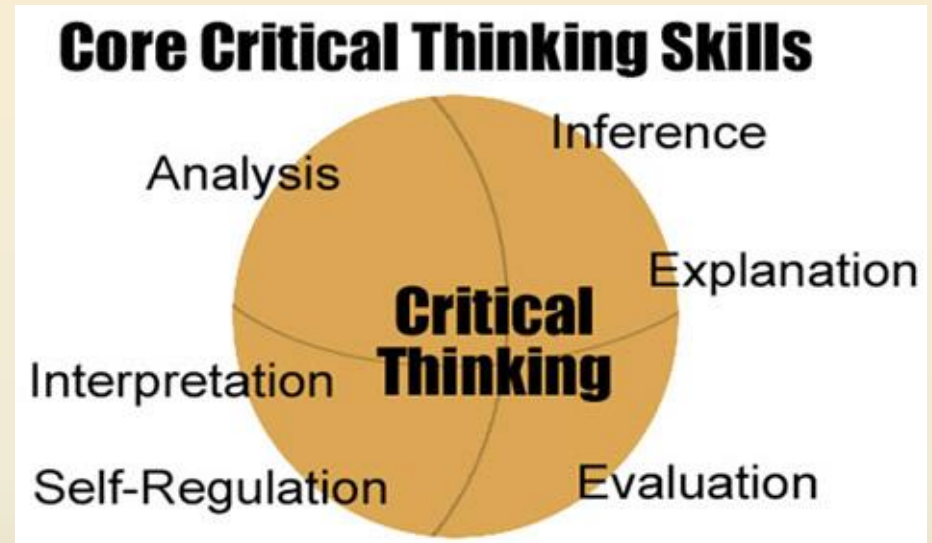


Korn, 2011; Lewis et al., 2010;
Pierce, 2008

Critical Thinking

Further compels the student to ...

- Identify and challenge outcomes
- Use an organized approach to assessment
- Check for accuracy and reliability of information
- Draw valid conclusions based on evidence
- Identify concurrent conclusions and underlying causes
- Set priorities
- Evaluate and correct thinking



Canadian Nurses
Association, 2008; Lewis
et al., 2010, Korn, 2011

Reflection

A tool or a process that the nursing student can use

- **To enhance critical thinking ability through the influence of his or her experiences and cultural background**
- **To evaluate the outcomes of nursing interventions**
- **As part of a personal and professional improvement**

Nielsen, et al., 2007, cited in Pierce, 2008



Perioperative Care

- **Holistic Care** given by the **Collaborative Health Care Team** in accordance with recognized standards of care, within the perioperative environment during the client's **pre-, intra-, and post-operative** phases of his or her surgical experience

The Perioperative Team

- **Surgeon, Assistant Surgeon**
- **Anesthetist**
- **Nurses – Day Surgery, Scrub Nurse, Circulating Nurse**

The team works as equals to define issues, design solutions, and achieve a high quality perioperative outcome

Goal

- To assist clients to achieve a level of wellness
- To support patients' family and significant others during the perioperative period

AORN, 2014

Holistic Perioperative Care: Begins the minute the Client arrives in the **Day Surgery Unit ...** Until Discharge



Pre-operative Phase In Day Surgery Unit

Intra-Operative Procedure, Anesthesia In the OR

Post-Anesthesia Recovery Period

Return to Day Surgery

In Recovery Room

Post-Operative Teaching

The Collaborative Perioperative Nursing Team

Utilizes the *Nursing Process*

- Initiates a *Holistic Care Plan* to
 - Develop a detailed **understanding** of Client Needs through the perioperative stages of care
 - Conduct observations during the Perioperative Period:
 - The physical, psychological, emotional, and spiritual responses of the client **on a continuum**
 - The effects of surgery on client ability to meet self-care needs
 - Conduct **Discharge Planning** and **Teaching**
 - Be **accountable** for the client **outcomes** resulting from the nursing care provided

The Nursing Process

A dynamic, problem-solving, interactive approach to

*****A-PIE*****

- Assessment
- Diagnosis
- Planning
- Implementation
- Evaluation
- To provide holistic nursing care to clients whose protective reflexes or self-care abilities are compromised during the surgical experience
- The collaborative team moves back and forth within the steps

Now ... Hold it Right There ...
What Did the Instructor Just Say ...
Develop a Care Plan ...?

Is She Serious?

Oh Yes ...

She Is Serious

SMILE, Ladies

***Let us Give it a
Chance.***



“So Far We have Not
Developed a Care Plan
This Way ... Not Yet ...”

Kurt Lewin's

Force Field Analysis Model of Change

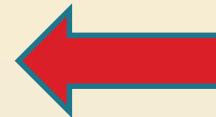
Driving Forces

Positive Forces
for Change



Restraining Forces

Obstacles to
Change



Present State
Status Quo
Equilibrium

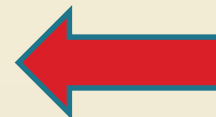
Or

Desired State
Desire for
Change

Disequilibrium

Disequilibrium

Equilibrium



Perioperative Care and the Nursing Process-Nursing Care Plan: A Model of Change

Antecedents	Cognitive Thinking Skills	Affective Thinking Skills	Lewin's Model of Change
	<ul style="list-style-type: none"> • Knowledge • Comprehension • Analysis • Synthesis • Evaluation 	<ul style="list-style-type: none"> • Receptivity • Responding • Valuing • Organization • Internalization 	<ul style="list-style-type: none"> • Status Quo or Equilibrium • Driving Forces = Positive • Disequilibrium • Restraining Forces = Negative
Process	Theoretical and Clinical Presentation on Perioperative Care		Desire for Change
	Phase 1 – Awareness and Disequilibrium		<i>Unfreezing</i> of the Status Quo
	Phase 2 - Interactive Constructing Process		<i>Moving</i> Toward Desired Change
	Phase 3 – Consolidation of Knowledge and Experience		<i>Refreezing</i> the Change at New Level
Outcome	Expectation - New insight and changed perspective for rational decision making and problem-solving to improve practice		Actual - An innovative, challenging, holistic, comprehensive, patient-centered, team-oriented experiential learning Learned to unfreeze, move, overcome individual anxieties and apprehensions

The Challenges

The Existing *Status Quo* or *Equilibrium*

Regular Practice

- Student Orientation to Client Assignment by an Instructor a day before clinical placement
- Student Visitation to the Clinical Unit following Client Assignment
 - Utilization of the Nursing Process to develop a Client-Specific Care Plan for implementation and to ensure optimal outcomes during client care.

Perioperative Care: Conceptual Model

Antecedents	Cognitive Thinking Skills	Affective Thinking Skills	Lewin's Model of Change
	Knowledge Comprehension Analysis Synthesis Evaluation	Receptivity Responding Valuing Organization Internalization	Status Quo or Equilibrium Driving Forces = Positive Disequilibrium Restraining Forces = Negative

The Challenge of New Knowledge *Unfreezing Phase*



- Discussions, questions and concerns
- Gathering and assessment of relevant information, using abstract ideas to interpret the data effectively
- Analysis of questions as the students pondered the idea of new knowledge and a new approach to client care
- Understanding how to “make sense” of this new nursing practice situation
- Open-minded decision making
- Recognizing and assessing assumptions, implications, and practical consequences
- Effective communication with others to devise solutions to complex problems

***Brainstorming
Session W-5 + H***

Outcome of Brain-Storming Sessions – Three Types of Reflective Thinkers for Perioperative Care Plan

- For Action
- For Evaluation
- For Critical Inquiry
- Knowledge of Specialist Surgery of the day only, e.g., General, Gynecology, Orthopedics
- Surgery appointment and scheduling
- Eligibility of clients ...
 - Procedure
 - Possible complications
 - Nursing interventions
 - Outcome(s)



Belton and Berter, 2014; Gilmour, 2005; NAC Nursing Student Manual, 2014

Perioperative Care: Theoretical Model for Change – The Process

Process	Cognitive Thinking and Affective Thinking Skills	Lewin's Model of Change
	Theoretical and Clinical Presentation on Perioperative Care	Desire for Change
	Phase 1 – Awareness and Disequilibrium	Unfreezing
	Phase 2 – Interactive Constructing Process	Moving
	Phase 3 – Consolidation of Knowledge and Experience	Refreezing

Perioperative Care Plan ... Day of Surgery

The *Moving Phase*

- Client arrival at Day Surgery Unit in the morning
- Day Surgery-OR Nurse Manager's strategy of staggering students - half an hour to an hour apart
- Meeting with Clients, Greetings, Self-Introduction
 - Privacy, Dignity, Respect
- Conducting the Admission process with Day Surgery Nurse
- Implementing the *Nursing Process*
- Initiating the *Care Plan* for client's perioperative day
- Equitable and Appropriate Care with Respect to Cultural, Religious, Ethnic, and Racial Beliefs and Value systems



Nursing Process and Care Plan ... ***Moving*** Phase

Assessment

- Careful review of the patient's current and past health history
- Laboratory values
- Psychological status
- Cultural and spiritual requirements
- Sensory and motion impairments
- Understanding of the procedure
- Client reliance on the Perioperative nurse-team to be his or her advocate during his/her surgical experience

*In Consultation and Collaboration with Day Surgery
Nurse*

Therapeutic Communication

- Client-student-bonding from time of introduction
- Ability to communicate with clients in their Native Language enhanced interpersonal relationships
- Respect for client wishes, for example, a client choosing not to have a student for his or her perioperative experience
- A Mom, who was a staff member, did not mind her daughter having a student for the day
 - The daughter as a client took a strong liking for the student and the established rapport enriched the client-family-student-team therapeutic relationship

Each Nursing Care Plan ...

- Was reviewed and revised as necessary throughout the surgical intervention

Observations

- Airway, breathing, circulation
- Client safety – the most crucial
- Skin integrity
- Psychological
- Body image
- Hypothermia
- Intervention performed on the correct site
- Performance of correct procedure

Deep-Breathing Exercises



Splinting an Incision Post-Operative

Preoperative Care in Day Surgery Unit ... Moving

The Collaborative Team

- Explaining surgical procedures
- Completing informed consent
- Alternatives and benefits
- Client Teaching, e.g., Deep-breathing exercises, Range of Motion (ROM) exercises to be performed upon recovery from anesthesia
- **Patients and family** well informed for good understanding of the procedure and expected outcomes



Leg Exercises Pre- and Post Surgery

Pre-Operative Phase ... Student Reflections on Their Experiences ... Moving

- “This learning experience provided new changes and challenges for us students.”
- “There were clear instructions we had to follow.”
- “All we had to do to be prepared was develop a hypothetical care plan and to do some research on procedures.”
- “There were some challenges with the care plan as to which area(s) to focus on.”
- “For my care plan, I chose to focus on the post-operative period.”

Intra-Operative Care ... *In the OR with the Team*

... *Student Reflections*

- Communication
- Comfort and Dignity
- Reassurance
- Explanations to students by Intra-operative team
- Consideration of Client's Special Needs

“I felt I could have taken a lot more away with me if I had asked more questions of the Surgeon and Anesthetist.”

- “It was very interesting to watch this surgery.”
- “The Operating Room is a ‘serious environment’ and so I did not want to disturb the team – but they encouraged me to ask questions.”
- “Tons of emphasis on ***Infection Control.***”
- Staff involvement in ***Teaching*** , “... which we really appreciated.”

Post-Operative Care – Post-Anesthesia Recovery Room (PACU)

- ***ABCs of Client Care*** during ***Recovery***
- ***Observations*** and ***Monitoring*** of vital signs
- ***Pain management***
- ***Documentation*** “... very important.”
- “The Postoperative Period was a neat experience where clients were monitored every 5 minutes for 30 minutes, and to see their vital signs improve in that short period of time.”

Post-Operative Care – Day Surgery Unit

- Discharge Planning and Teaching
- Allaying client anxiety
- Massaging and rubbing clients
- Preparing tea and toast
- Serving other beverages

Massaging Clients



Final Discharge Monitoring

- Establishing contact with family members
- Liaising with Perioperative staff, Pharmacy, Laboratory Services
- Coordination with Boarding Home, other facilities or contact, on behalf of clients

Perioperative Care: Theoretical Model of Change

Outcome	Cognitive and Affective Thinking Skills	Lewin's Model of Change
	<p>New insight and changed perspective for rational decision making and problem-solving to improve practice</p>	<ul style="list-style-type: none">• Achievement of desired change through Unfreezing, Moving, and Refreezing• Enhancement of Cognitive, Affective, Critical, and Reflective Thinking and Abilities as an Effective and Caring Learner

Students as Critical Thinkers and Reflective Learners ... *Refreezing* ...

- Feeling enlightened and in high spirits, as students observed their clients ...
 - Recover from anesthesia
 - Actively participate in postoperative teaching and discharge process
- Feelings of achievement and pride as was demonstrated in the
 - Students' heightened critical thinking and reflective thinking abilities
 - Evaluation of care outcomes
 - Reflections during clinical conferences
 - Documentation in Reflective Journals

Perioperative Care Outcome ... Students as Critical Thinkers and Reflective Learners ... Refreezing ...

- A Positive Attitude toward this Experiential Learning Described as:
 - Innovative, particularly with Care Plan Development
 - Holistic, Comprehensive Care
 - Team-oriented approach to Client-Centered Care
 - Challenging in a positive direction
- Overcoming their own individual anxieties and/or apprehensions about surgery

Post-Operative Care ... Outcome ...

- “Seeing my patient up and walking after being back to Day Surgery for a little over an hour.”
- “It was very nice to see my patient walk out following his surgery with a smile on his face.”
- “I am glad we had the opportunity to follow another ‘sect’ of nursing.”
- “This past week was a wonderful learning opportunity and I am glad we had the chance to do something a little different.”
- “It feels great to be included with staff at the hospital, especially since we are students and very eager to learn.”
- “Overall the experience was quite pleasant.”

Outcome: The Unfreezing Phase ... The Experience and Challenges

- “I was experiencing anxiety and fear of getting sick; I had nausea only and was able to remain on my feet.”
- “I Found arthroscopy procedure too rough.”
- Opportunities for the students to ask questions.
 - “I was not assertive at the onset; I felt I was interrupting and disturbing the staff, but I was encouraged by the surgeon and other team members to open up and ask questions.”

Perioperative Care ... **Outcome** ... *Refreezing* ... **Student Reflections** ...

- “During this experience, I felt it was a new perspective of nursing, because (you) observed mostly biologically well patients and saw them come out with a smile and be at home for recovery.”
- “During our times in the in-patient ward, I was used to seeing patients who could not be at home due to their illness but at Day Surgery, it was a nice change to see healthy patients who had minor problems compared to the ones in in-patient ward.”

Perioperative Care ... Outcome ... Refreezing ... Student Reflections ...

- “From this clinical experience, one thing that I could try harder to improve on is my tolerance of seeing open incisions, surgery, and cuts, etc. I know I had challenged myself to see if I was able to handle it, but I was continuing to feel dizzy and this led to hypoventilation.
- I would be very happy if I could get used to seeing more of that, as it will help me to be prepared as a nurse if I ever run into something like that in the future.”
- “Overall, it was a great learning experience and I look forward to challenging myself further to learn from my clinical placement.”

Perioperative Care ... *Refreezing* ...

Student Reflections

- “It was nice to have the Day Surgery-Operating Room experience and work in a different area of nursing and see patients in a different setting.”
- “We had the opportunity to learn how to care for patients in a day surgery setting.”

Implications and Conclusions

This innovative approach to teaching and learning led to enriched, positive outcomes:

Students:

- Taking self-initiatives in client-care planning
- Team spirit and team work with members of the perioperative staff
- Being re-energized and empowered in their learning

Client care encompassed all aspects of ...

- Primary health care
- Continuity of care
- Cultural diversity
- Preferences

The Learning Environment ...

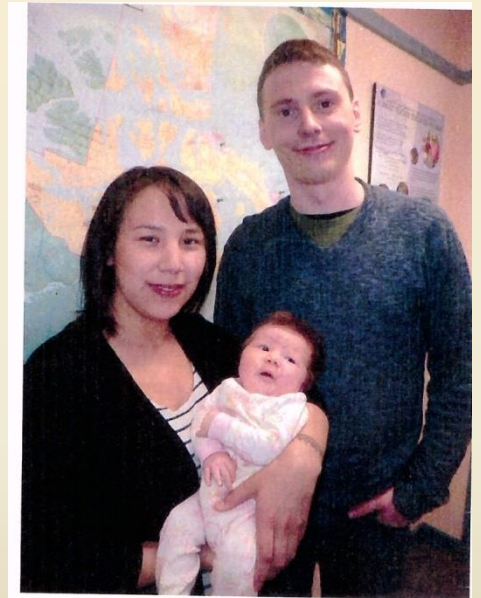
- Promoted positive growth and development of students
- Promoted therapeutic communication among team members, clients and families
- Generated rewarding benefits for both academic and clinical sectors
- Accorded opportunities for subsequent student placement in the Day Surgery and Operating Room settings

ACKNOWLEDGEMENT

The Collaborative leadership and management team of both the Nursing Education Program at Nunavut Arctic College, and the Nursing Service-Clinical Sector at Qikiqtani General Hospital



The willingness, support, encouragement, and welcome of the students in the Day Surgery-OR by Nurse Manager and Perioperative Team



The daring students, willing to journey with their Instructor in March 2013, in their quest for a new approach to clinical teaching and learning.

Qujannamiik



Arctic Cotton Grass

Thank You



Arctic Parraya

Merci



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Nakurmiik



Purple Saxifrage

Quana



Arctic Draba