

Perioperative Observation Impact on Student Perception of RN Role and Safety Practice

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Background

Many schools of nursing have limited perioperative experiences (Chappy et al., 2016; Danko, 2019; Doroh & Monahan, 2016).

Limited exposure may hinder student understanding of safety within the environment.

The limited or lack of opportunity to experience the perioperative environment may also impact student interest in future employment.

Purpose

To evaluate student perception of knowledge gained and intent to apply perioperative safety concepts

To assess student ability to recognize and comprehend the safety concepts within the perioperative area

Setting/Sample/ Methodology

Setting: Midwestern University; Inpatient and outpatient perioperative surgery areas

Sample: 99 Undergraduate prelicensure nursing students in their first clinical semester

Procedure: Didactic presentation of perioperative roles and safety concepts, 10 - hour clinical perioperative experience, reflection assignment, and survey of knowledge gained and intent to apply knowledge.

Design: Mixed method - thematic analysis of student reflections and a survey

Results

Students gained knowledge of and learned to value:

- Effective teamwork within perioperative environment
- The RN role in safe perioperative care
- Quality communication by the perioperative team.

Students reported increased confidence in their role as advocate for patients undergoing surgery or procedures.

- Some students related interest in perioperative nursing as a career choice.

Implications for Practice

These findings provide evidence to support implementation of perioperative experiences in nursing programs and reinforce the role of the RN to ensure safe and quality care.

The perioperative experience may also be a recruitment tool for enhancing the perioperative workforce.

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