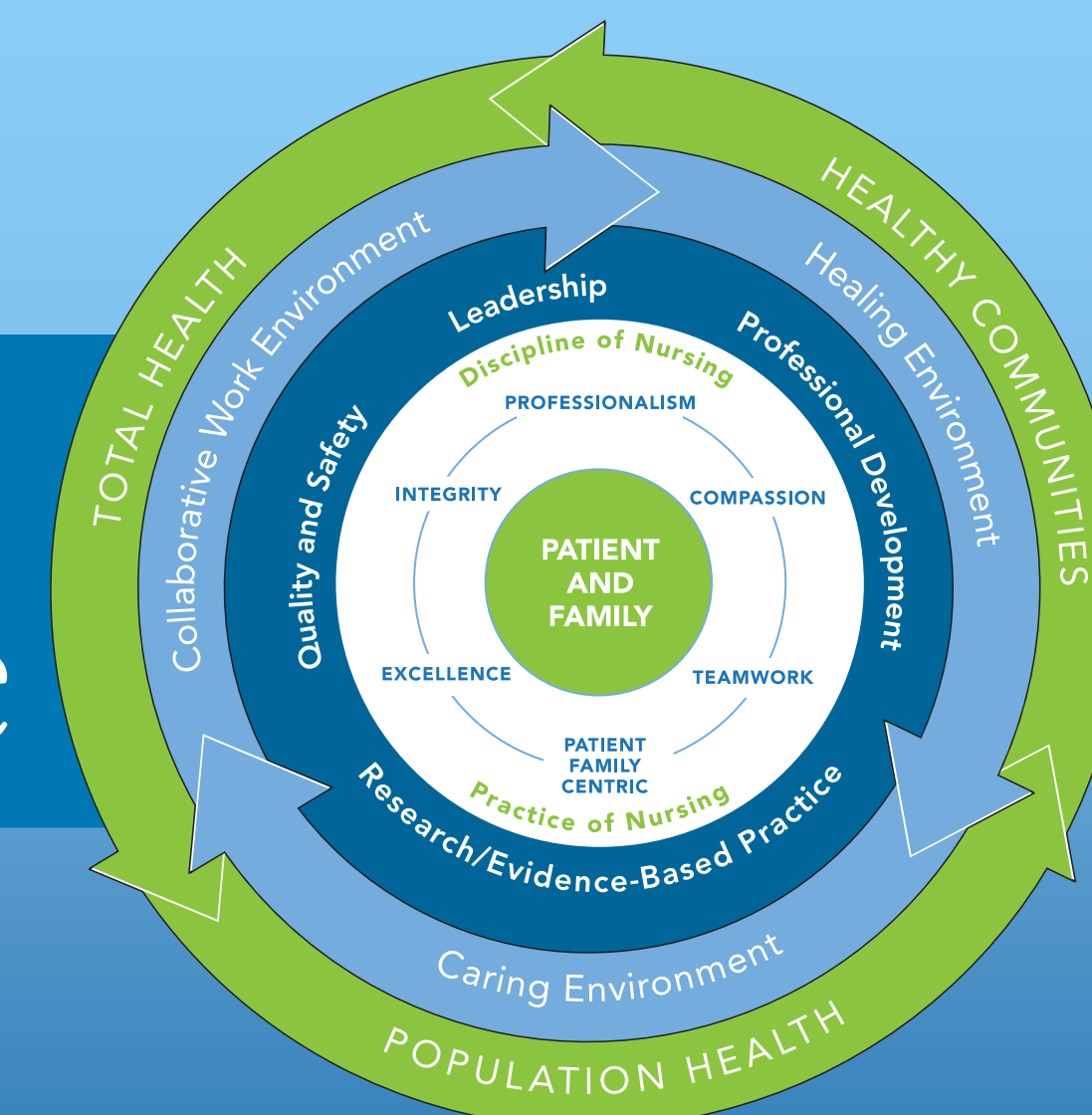


# Building Pathways: Expanding a Two-Week Peri-Op Immersion Program for Student Nurses

Jenny Mendenhall, MSN, RN, CHSE, CNL, CNOR.

Culture of  
Excellence



## INTRODUCTION

This poster describes the successful expansion of an elective two-week perioperative student nurse program across an integrated healthcare system in N. California.

The average age of the operating room (O.R.) nurse, in the United States is 52 years.[1] The documented operating room nursing shortage is in part due to the removal of perioperative practicums from nursing school curricula. [2]

**PICOT Question:** Can expansion of an elective peri-op program, for BSN students, from one site to four peri-op clinical sites & one to two schools of nursing replicate the successes of the original program within one school year?

**2017 to 2021 21 senior nursing students** in four cohorts, from one academic institution completed a two-week elective immersion program at one clinical site. Funding was & is provided by the health system's Community Health & Workforce of the Future department. Students with a GPA above 2.5 & stated interest in perioperative nursing were selected by the academic institution.

**In 2022 12 senior nursing students** in one cohort from two schools of nursing completed the program at four geographically separate clinical sites.

Clinical sites were selected based on:

- Willingness to accept two or more students.
- Presence of trained RN preceptors.
- Presence of a unit educator.
- Classroom space for reflection & learning labs.

Students completed an adapted Casey-Fink readiness for practice survey pre and post program.[3] (Adaptation approval received 2017)

## METHODS

The program curriculum & expectations were shared in meetings with nurse leaders & educators. A welcome flyer with student photos introduced the students to the peri-op teams & their preceptors in each department.

A calendar with student and preceptor assignments was made available to nursing leadership, preceptors & the students at each clinical site.

Course template KFH WEEK 1 Fremont Main OR Schedule

- Conduct a two-week clinical immersion course (Monday – Friday, Week of May 23rd in the perioperative area of a KFH medical center.
- Provide a two-hour orientation prior to course start: May 18<sup>th</sup> - at 3:00pm at Fremont Surgical Atrium, Traffic patterns and surgical areas/zones, Team Members, Principles of asepsis

WEEK 1	General Surgery/Plastics	Ortho/Prod/Hand	Gen/GYN/GU	ASU	ASU
Student first & last name	Hollyann Gasgonia	Melihat Yanogacio	Mariela Magana Rocha	Tracybeth (TJ) Williams	Rowananda Domitison
Monday May 23 <sup>rd</sup>	Follow patient first post-op	Main Admin 8:00	Main Admin 8:00	Follow pt OR 06:30	Follow pt OR 06:30
OR 1 8:00-9:00	Preceptor: Marty	Preceptor: Marty	Preceptor: Cherry	Preceptor: Robin	Preceptor: Anita/Deanna
OR 2 9:00-10:00	Patient Identification	Patient Identification	Patient Identification	Patient Identification	Patient Identification
OR 3 10:00-11:00	PI assessment	PI assessment	PI assessment	PI assessment	PI assessment
OR 4 11:00-12:00	Identify Team members	Identify Team members	Identify Team members	Identify Team members	Identify Team members
OR 5 12:00-1:00	Review traffic patterns	Review traffic patterns	Review traffic patterns	Review traffic patterns	Review traffic patterns
OR 6 1:00-2:00	Identify transfer & team communications	Identify transfer & team communications	Identify transfer & team communications	Identify transfer & team communications	Identify transfer & team communications
Tuesday May 24 <sup>th</sup>	Follow pt OR 06:30	Follow pt OR 06:30	Follow pt OR 06:30	Follow pt OR 06:30	Follow pt OR 06:30
OR 1 8:00-9:00	Preceptor: Sherri/Shawn	Preceptor: Sherri/Shawn	Preceptor: Sherri/Shawn	Preceptor: Sherri/Shawn	Preceptor: Sherri/Shawn
OR 2 9:00-10:00	Patient Identification	Patient Identification	Patient Identification	Patient Identification	Patient Identification
OR 3 10:00-11:00	Hand off, Briefing, TO	Hand off, Briefing, TO	Hand off, Briefing, TO	Hand off, Briefing, TO	Hand off, Briefing, TO
OR 4 11:00-12:00	Role of the RN Circ. in prevention of Patient injuries, PI advocate	Role of the RN Circ. in prevention of Patient injuries, PI advocate	Role of the RN Circ. in prevention of Patient injuries, PI advocate	Role of the RN Circ. in prevention of Patient injuries, PI advocate	Role of the RN Circ. in prevention of Patient injuries, PI advocate
OR 5 12:00-1:00	Review traffic patterns	Review traffic patterns	Review traffic patterns	Review traffic patterns	Review traffic patterns
OR 6 1:00-2:00	Identify transfer & team communications	Identify transfer & team communications	Identify transfer & team communications	Identify transfer & team communications	Identify transfer & team communications
Wednesday May 25 <sup>th</sup>	Follow pt OR 06:30	Follow pt OR 06:30	Follow pt OR 06:30	Follow pt OR 06:30	Follow pt OR 06:30
OR 1 8:00-9:00	Preceptor: Sherri	Preceptor: Sherri	Preceptor: Sherri	Preceptor: Sherri	Preceptor: Sherri
OR 2 9:00-10:00	Patient Identification	Patient Identification	Patient Identification	Patient Identification	Patient Identification
OR 3 10:00-11:00	Hand off, Briefing, TO	Hand off, Briefing, TO	Hand off, Briefing, TO	Hand off, Briefing, TO	Hand off, Briefing, TO
OR 4 11:00-12:00	Role of the RN Circ. in prevention of Patient injuries, PI advocate	Role of the RN Circ. in prevention of Patient injuries, PI advocate	Role of the RN Circ. in prevention of Patient injuries, PI advocate	Role of the RN Circ. in prevention of Patient injuries, PI advocate	Role of the RN Circ. in prevention of Patient injuries, PI advocate
OR 5 12:00-1:00	Review traffic patterns	Review traffic patterns	Review traffic patterns	Review traffic patterns	Review traffic patterns
OR 6 1:00-2:00	Identify transfer & team communications	Identify transfer & team communications	Identify transfer & team communications	Identify transfer & team communications	Identify transfer & team communications

The program provided guided clinical learning opportunities. [4,5] Students were orientated to the clinical area prior to day one and were assigned with trained preceptors each day to:

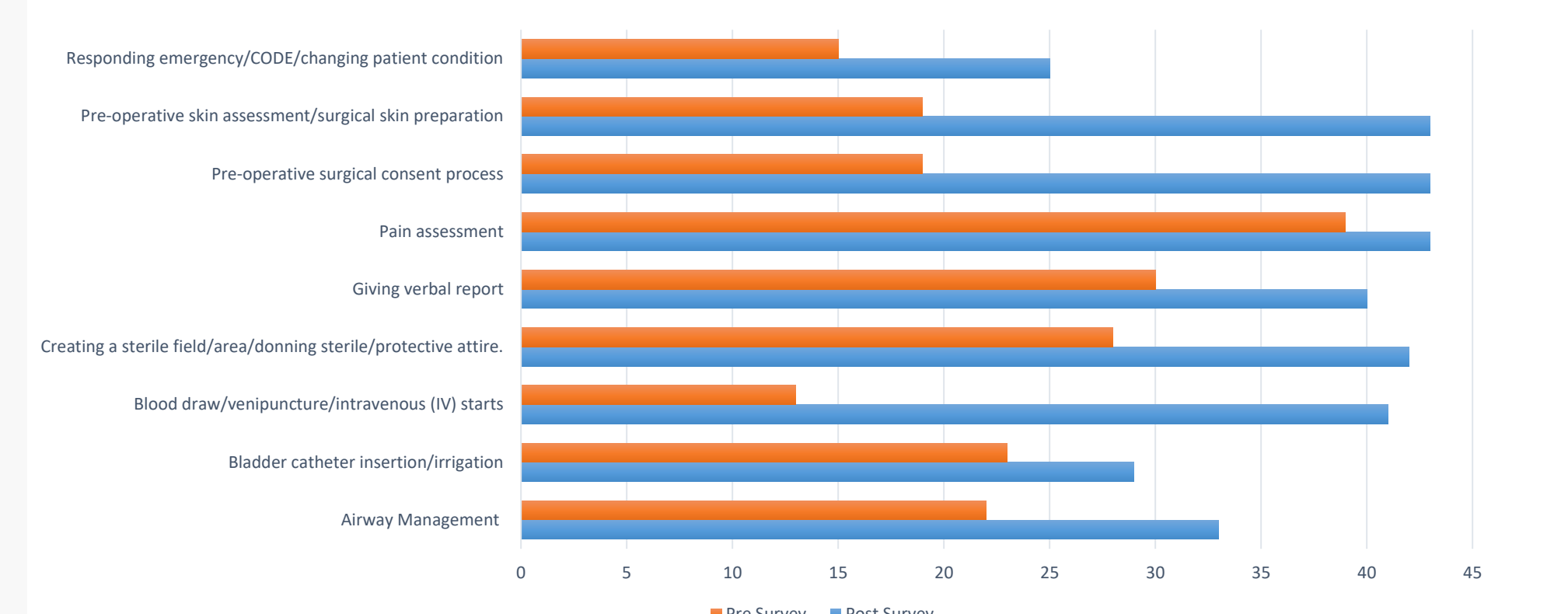
- Follow a patient through the continuum of surgical care.
- Provide patient care in pre-op, OR or PACU.

Students were provided with AORN's (Association of Registered peri-Operative Nurses) study guides for review prior to class:

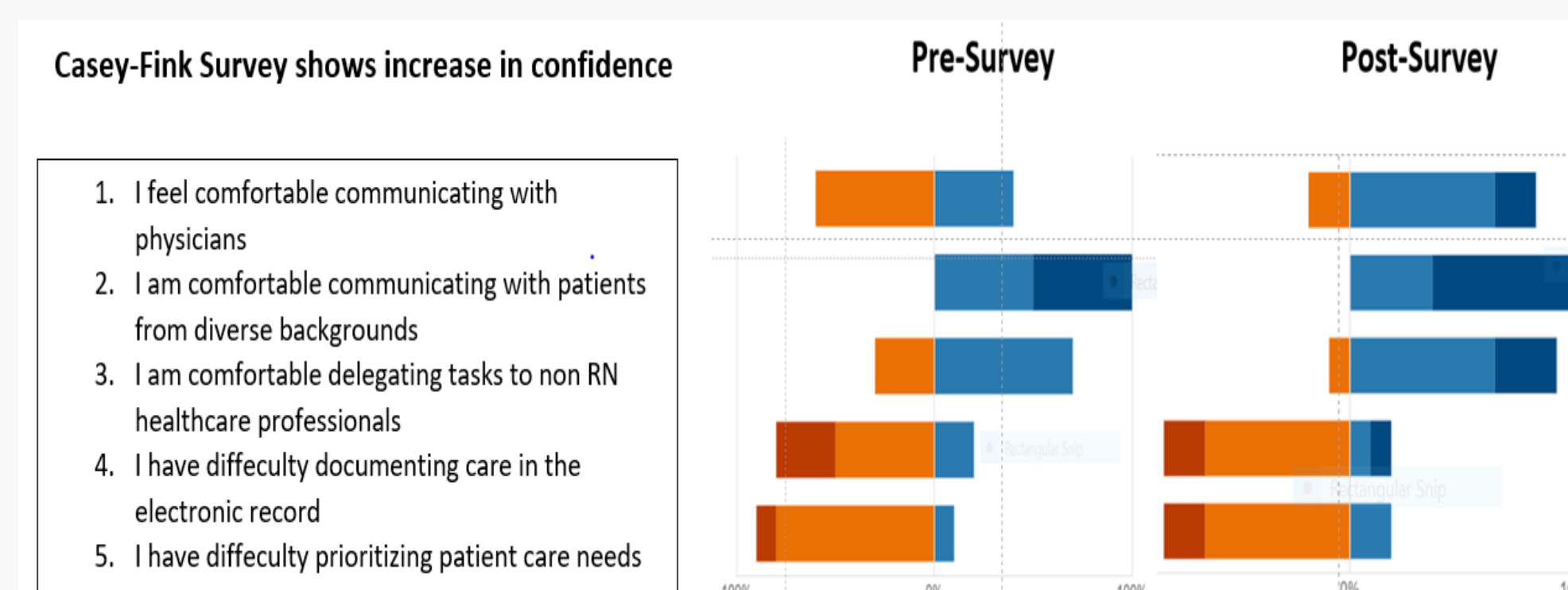
- Preparing for Surgery
- The Peri-Operative Environment
- Sterile Technique

## RESULTS

### Skill Level Pre-Post Casey Fink Survey OR Skills



The students demonstrated increased skill level and confidence in interactions with patients, families, and team members.(5)



### Pre and Post Casey Fink Confidence Survey

## 2017-2021

**80%** of students who completed the immersion program subsequently requested capstone preceptorships in the Operating Room.

**71%** of students who completed both the two week and preceptorship programs, have been accepted into new graduate peri-Op training programs in the community.

## 2022 Program Expansion

**83%** of students who completed the immersion program subsequently requested capstone preceptorships in the Operating Room.

**41%** of students as new grads have applied to Peri-Op training programs in the community.

## 2023 Program Plan

Provide two peri-Op immersion programs in 2023 for a total of 24 students from two schools.

## IMPLICATIONS FOR PRACTICE

This program provides a low-cost innovative clinical pathway for student nurses to experience perioperative nursing resulting in increased interest in local peri-op training programs.

The expansion of the program was successful, with successes replicated across all four clinical sites:

The Peri-op Immersion Program:

1. Is sustainable and reproducible across multiple clinical sites.
2. Is adaptable to multiple nursing school curricula..
3. Creates clinical pathways to new graduate perioperative training programs in the community.
4. Increases the confidence and skill levels of soon to be new graduate nurses.
5. Promotes inclusion of AORN's Intro to Peri-op Program into school curricula.

## Lessons Learned

Moving forward, incorporate a requirement for stated interest in peri-operative nursing from all potential program applicants.

## REFERENCES

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- [5] Foran, P. Undergraduate sAurgical nursing preparation and guided operating room experience: A quantitative analysis. Nurse Education in Practice, 2015, 16, 217-224. doi.org/10.1016/j.nepr.2015.08.005

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