



CONTINUING NURSING STUDIES

Post Basic Program in Perioperative Nursing
for
Registered Nurses

PROGRAM OVERVIEW

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**DISTANCE EDUCATION
POST BASIC PROGRAM IN PERIOPERATIVE NURSING
FOR
REGISTERED NURSES**

Introduction

Welcome to Continuing Nursing Studies! The Post Basic Program in Perioperative Nursing you are about to begin is a self-paced distance learning program developed by the Centre for Nursing Studies in response to a need identified by nurses throughout the province.

Purpose

The purpose of the Post Basic Program in Perioperative Nursing for Registered Nurses is to expand their knowledge base and clinical expertise to care for the perioperative client. * Students can avail of specialty courses e.g. orthopedics, neurosurgery, and ophthalmology following completion of the Post Basic Program in Perioperative Nursing.

Delivery Method

The Post Basic Program in Perioperative Nursing is offered through distance delivery. This method of delivery is intended to decrease the need for face-to-face student-instructor contact, yet increase student-instructor interaction through less traditional means of communication. Distance delivery makes the Post Basic Program in Perioperative Nursing available to all nurses throughout the province of Newfoundland and Labrador.

Students complete distance theory courses at home using print-based materials designed for adult students. Interaction with instructors and other students occurs through telephone, mail, and electronic mail. Program faculty will arrange a six to eight week preceptored clinical practicum for students (depending on prior perioperative experience). The clinical experience will incorporate a lab component focusing on competencies routinely performed in the perioperative setting. Students have one year to complete the program and will be accommodated in their own geographic region as much as possible.

Advantages

- ◆ This program is independent and self-directed, allowing students to proceed at their own pace.
- ◆ Individual faculty support is readily available by telephone or email to deal with difficult concepts or to discuss study habits, time management, etc.
- ◆ Peer support is encouraged and arranged by the program facilitator.
- ◆ Students can complete most of the program without having to leave their home community, (exception for laboratory and clinical experience).

- ◆ Students can study at any time that is convenient allowing them to continue other professional and personal roles.
- ◆ Additional learning materials are readily available, upon request, through the Centre for Nursing Studies.
- ◆ Clinical preceptors are highly qualified professionals in perioperative settings who work one-on-one with the student.
- ◆ Students will be awarded a certificate upon achievement of program outcome that potentially could be utilized towards national certification.

Objectives

At the completion of this program, the registered nurse will be able to:

1. Demonstrate knowledge of the sciences, nursing concepts, and perioperative nursing.
2. Perform competently in the roles of circulating and scrub nurse.
3. Demonstrate the use of the nursing process as a basis for decision making, and for providing individualized care by recognizing patients' biological, psychological, sociological, and spiritual differences.
4. Practice professionally in the perioperative role by following the CNA Code of Ethics, legal principles and standards, as well as provincial and national standards e.g. Operating Room Nurses Association of Canada.
5. Demonstrate perioperative practice based on evidence based/current research.
6. Provide a safe environment for patients during the perioperative experience.
7. Recognize and respond to emergency situations by providing immediate and appropriate assistance.
8. Demonstrate responsibility and accountability in the role of perioperative nurse.
9. Demonstrate a caring and humanistic approach to patient care.
10. Act as the patient advocate.
11. Develop an attitude of lifelong learning.

Program Requirements

The Post Basic Program in Perioperative Nursing for Registered Nurses is a self-directed modularized learning program consisting of three required pre-requisite modules and five modules of perioperative nursing theory and a general surgery module. Students must successfully meet the evaluation requirements for the prerequisite modules prior to proceeding to the perioperative modules. Health assessment theory requirements are based on the student's individual learning needs identified in completion of a self-assessment tool. Appropriate learning activities will be provided based on identified needs and the student will be expected to successfully complete written examination(s) and/or lab test(s) of the content identified. The prerequisite modules on Anatomy and Physiology and Health Promotion, Teaching/Learning are evaluated by multiple-choice examinations.

Upon completion of the theoretical portion of the program, and prior to the clinical experience, students must successfully complete a laboratory component comprised of competencies routinely performed in the perioperative setting (Appendix A).

Learning Materials and Resources

All materials needed for completion of the theoretical portion of this program are included in this package:

- ◆ a set of study modules
- ◆ required textbooks
- ◆ required journal articles/required readings
- ◆ access to other learning materials, e.g., texts, articles, pamphlets, and audio-visual materials
- ◆ information and grading schemes for assignments

Prerequisite Modules

Anatomy and Physiology Module

Health Assessment Bridging Module (based on self assessment of learning needs)

Health Promotion, Teaching/Learning Module

Perioperative Modules

Module One – Professional Issues in Perioperative Nursing Practice

Module Two – Asepsis and the Perioperative Environment

Module Three – Perioperative Care I

Module Four – Perioperative Care II

Module Five – Perioperative Care III

General Surgery Module

Textbooks:

Phillips, N. (2007). *Berry & Kohn's operating room technique* (11th ed.) St. Louis, MO: Mosby

Rothrock, J.C. (2007). *Alexander's care of the patient in surgery* (13th ed.). St. Louis, MO: Mosby.

Spry, C. (2009). *Essentials of perioperative nursing* (4th ed.). Sudbury, MA: Jones and Bartlett.

Additional Required Materials:

Edmonton Social Planning Council. (2009). *Doing it right! A needs assessment workbook*. Edmonton, AB: Author.

Thibodeau, G.A., & Patton, K.T. (2010). *Anatomy and physiology* (7th ed.). Toronto: Mosby.

Student Handbook:

Centre for Nursing Studies - Continuing Nursing Studies

Preceptorship Manual

Centre for Nursing Studies – Continuing Nursing Studies

Canadian Nurses Association (2002). *Code of ethics for registered nurses*. Ottawa: Author.

Suggested Readings:

Operating Room Nurses Association of Canada (2009). *Standards, guidelines, and position statements for perioperative nursing practice* (9th ed.). Author.

Nursing Theory Modules

Prerequisite Modules	Content	Estimated Time for Completion of Modules	Evaluation
Anatomy and Physiology	Based on all body systems.		Self-evaluation
Health Assessment Bridging Module	Based on self assessment of learning needs of health history and physical examination of all body systems.		Self-evaluation
Health Promotion, Teaching/Learning	Concept of Health Health Promotion Teaching Learning Interviewing-Counseling	70 hours	1 Exam

Perioperative Nursing Care Modules	Content	Estimated Time for Completion of Modules	Evaluation
Module One - Professional Issues in Perioperative Nursing Practice	<ul style="list-style-type: none"> • History of Perioperative Nursing • Philosophy and Standards of Perioperative Nursing • The Perioperative Team • Roles of the Perioperative Nurse • Legal and Ethical Issues Specific to Perioperative Nursing • Management of Urgent/Emergency Situations 	70 hours	1 Exam
Module Two Asepsis and the Perioperative Environment	<ul style="list-style-type: none"> • Infection Control and the Operating Room Environment • Aseptic Technique • Sterilization and Disinfection • Surgical Attire • Draping 	90 hours	1 Exam
Module Three - Perioperative Care I	<ul style="list-style-type: none"> • Physical Facilities and Equipment • Instrumentation • Hemostasis • Sutures and Needles • Surgical Count 	90 hours	1 Exam
Module Four - Perioperative Care II	<ul style="list-style-type: none"> • Perioperative Assessment • Anesthesia • Surgical Positioning • Surgical Skin Preparation • Wound Management • Specimen Care and Handling • Medication Handling 	100 hours	1 Exam
Module Five – Perioperative Care III	<ul style="list-style-type: none"> • Latex Allergy • Postoperative care and Discharge Planning • Minimally Invasive Surgery • Ambulatory Surgery • Special Consideration 	100 hours	1 Exam

Perioperative Nursing Care Modules	Content	Estimated Time for Completion of Modules	Evaluation
	<ul style="list-style-type: none"> - The Pediatric Patient - The Geriatric Patient - The Pregnant Patient for Non-Obstetrical Surgery - Trauma/Emergency Surgery 		
General Surgery	<ul style="list-style-type: none"> • Breast Surgery • Hernia Repair • Surgery of the Liver, Biliary Tract, Pancreas, and Spleen • Gastrointestinal Surgery • Thyroid and Parathyroid Surgery 	70 hours	1 exam

How to Proceed Through the Program

After receiving all materials included in the program, review them carefully to get a mental picture or idea of what the complete program entails. Before beginning, make sure you have completed reading the Student's Handbook and the Preceptorship Manual. However, the Preceptorship Manual will need to be reviewed as you prepare for the clinical component of the program.

Begin the program by first completing the prerequisite modules. These modules are designed to provide a basis for the perioperative nursing modules. They include relevant theory content considered necessary in preparation for the perioperative nursing theory modules. When you have met the objectives of these modules through the evaluation requirements, proceed to complete the remaining five perioperative nursing care modules in the order they are presented. Once the modules are completed, you may then complete the General Surgery Module.

Begin each module by reviewing the objectives and defining key terms. Read the module and required readings. When you feel you sufficiently understand the content, complete: the **Learning Activities** related to the objectives and the **Comprehension Checks** at the end of the module. If you answer at least 3/4 of the questions correctly (75%), it is likely that you have a fairly good comprehension of the content. If not, review the questions to see if there are certain areas with which you are having difficulty. You may want to review these areas again and if you still have difficulty, you should contact the program facilitator.

When you feel you comprehend the information contained in the module and are ready to write the final examination for the module, contact the program facilitator (St. John's) or invigilator (outside St. John's) for necessary arrangements.

Students must achieve a 70% in each of the required module examinations and meet the evaluation requirements of the health assessment bridging module. If this is not achieved, students have the opportunity to write two supplementary exams. If a 70% is not achieved in the supplementary exam(s), students will not be able to continue on to the clinical component and will be required to withdraw from the program.

If you have difficulties or questions related to the program, contact the program facilitator by email at fabbott@cns.nf.ca; office telephone at 777-6827 or toll free at 1-888-290-6272.

The Post Basic Program in Perioperative Nursing involves both laboratory and clinical components. Following successful completion of the theory component of the program, students will begin the laboratory and clinical components. The onsite laboratory component must be successfully completed prior to commencement of the preceptored clinical experience. Efforts will be made to obtain preceptors/mentors with post basic courses, specialty education, or CNA certification in perioperative nursing, where available.

Evaluation of the student's performance of clinical objectives is completed in the perioperative setting. Students who do not have prior experience will complete a 6-8 week clinical experience in the perioperative setting. Students who have perioperative experience may not need 6 weeks clinical experience. These students will be given the option to widen their focus of care and clinical experience by identifying an area of focus (in collaboration with their instructor), and selecting a clinical experience designed to meet this focus. This clinical practicum is 225 hours (approximately 6 weeks) and may be spent in other perioperative areas throughout the province. Other students may opt to remain in their own perioperative area to complete a project relative to the client population or staff aggregate in their own setting. Students must achieve a 70% passing grade on this project, which will be graded according to the attached marking scheme.

The lab component will be comprised of competencies routinely performed in the perioperative setting.

Post Basic Program in Perioperative Nursing - Grading Process

Step 1

Completion of the Anatomy and Physiology and Health Assessment pre-requisite modules is required.

Health Promotion, Teaching/Learning prerequisite module is a self-learning module that includes a multiple-choice examination. The pass mark is 70%.

Step 2

The five perioperative nursing care modules and the general surgery module are self-learning modules that include a multiple-choice examination following completion of each module. The passing grade on each examination is 70%.

Step 3

- ◆ If a 70% is not achieved on each of the written examinations, students have the opportunity to write two supplementary examinations overall in the program.
- ◆ If a passing mark is achieved on the supplementary examination(s), the student may proceed to the clinical component.
- ◆ The highest grade a student will be given in a supplementary examination is 70%.
- ◆ If a failing grade is achieved on the second supplementary examination, the student is required to withdraw from the program.

Step 4

Prior to the clinical component, students will participate in clinical lab sessions comprised of competencies routinely performed in the perioperative setting (Appendix A). Evaluation of the student's performance will be completed using designated performance criteria. A passing grade in the laboratory component is required.

In the clinical area, guidance is provided by a preceptor who is selected by the clinical educator or manager, in consultation with the program facilitator. Clinical assignments will focus on challenging the student to apply the knowledge gained in the theory component of the program to the practice setting. Clinical evaluation of the student's performance of clinical objectives will be completed utilizing the enclosed clinical evaluation tool and psychomotor competency record (Appendix B). A passing grade on the clinical evaluation is required.

During the clinical experience, students who have prior perioperative experience may have the opportunity to apply the steps of the nursing process and teaching/learning principles to the development and presentation of a project or activity relevant to the perioperative client or staff aggregate in the perioperative care setting. The student, in collaboration with the selected preceptor or mentor, will identify an appropriate project. Students will utilize appropriate data collection methods to identify one specific learning need of the perioperative client, staff

aggregate, or area. Through planning, implementation and evaluation strategies designed to meet the identified need, the student will complete the identified activity. A written report describing the activity must be submitted to faculty. A 70% grade must be achieved on this project (see attached evaluation grading scheme). Ongoing discussion between faculty and student/contact person will occur throughout the experience to monitor the student's performance, discuss teaching/learning strategies and evaluate progress toward meeting the clinical objectives. Documentation of the discussions will be included in the student's file.

Clinical Objectives for the Perioperative Care Experience

At the completion of this clinical experience, the student will be able to:

1. Apply knowledge and critical thinking by:

- A. Basing clinical actions on sound and relevant knowledge (e.g. infection control, aseptic technique, sterilization, wound management etc.)
- B. Using nursing research literature to identify rationale for use of selected nursing interventions.
- C. Sharing findings from nursing research literature with members of the health care team.
- D. Demonstrating appropriate behaviours/clinical judgments when caring for stable and unstable perioperative clients.
- E. Offering approaches/recommendations to improve delivery of holistic care.

2. Provide competent care by:

- A. Collecting relevant data from appropriate sources to plan and deliver care to surgical clients.
- B. Accurately interpreting health assessment data to determine the client's response to current health situation (e.g. pathological and/or psychopathological condition).
- C. Contributing to client care planning.
- D. Encouraging appropriate client/family participation in all aspects of care.
- E. Displaying increasing levels of independence/confidence in the administration of nursing care of clients (e.g. psychomotor competencies, decision making, etc.).
- F. Completing nursing care for clients within appropriate time frame.
- G. Demonstrating increasing ability to handle unanticipated events (e.g. alteration in client status).
- H. Appropriately meeting the teaching/learning needs of clients.

3. Develop skill in communication by:

- A. Demonstrating effective communication techniques in caring for the client and family.
- B. Applying relevant situation-specific communication principles.
- C. Demonstrating effective communication when interacting with the health care team.

4. Perform in a professional manner by:

- A. Demonstrating respect for the dignity and worth of the client and members of the health care team.
- B. Demonstrating accountability for own actions.
- C. Practicing within legal and ethical standards, set by regulating/professional bodies.
- D. Demonstrating accountability for professional growth and development.
- E. Demonstrating awareness/application of client advocacy role.

5. Assume responsibility for learning by:

- A. Identifying own learning needs.
- B. Demonstrating self-directedness.

Requirements for Completion of the Perioperative Care Project

The perioperative care project will provide you with the opportunity to work with the perioperative client. Under the direction of a preceptor/mentor, the student will balance working with a perioperative nursing focus while attending to the individual's needs. For those students who have previous perioperative experience, it will enable you to gain experience working with the perioperative nursing care client/staff aggregate in planning and carrying out a project/activity relevant to the perioperative setting. This activity allows the student to apply theoretical concepts integral to health promotion, teaching/learning, collaboration and communication in providing nursing care to perioperative clients or to staff aggregates.

- ◆ The allotted time to complete the project is approximately 6 weeks. However, students who begin planning for this experience early, i.e.: selecting the aggregate and beginning the needs assessment, may meet the objectives in less time. Flexibility of scheduled time in the setting may be necessary, depending on the area selected.
- ◆ The project/activity will include a needs assessment to identify a priority learning need of the chosen aggregate, as well as planning, implementing and evaluating the project/activity. A written paper may be submitted to faculty or an oral presentation on the project/activity may be presented by the student in the perioperative area.
- ◆ Following the completion of the project/activity, students must submit a written report outlining the steps of the activity (see below for further details).
- ◆ You are responsible for maintaining ongoing communication with the program facilitator to describe your experiences, your project/activity, and any unusual situations that may have occurred.

Steps to Facilitate Project Completion

1. Needs Assessment and Analysis

- ✓ Once an appropriate mentor/preceptor has been arranged for you, set up a meeting with the preceptor/mentor to become informed about the setting and the aggregate.
- ✓ When appropriate with the setting/agency, begin the data collection or assessment phase of the project. This step is needed to identify the strengths and learning needs of your aggregate so that you may explore ideas about possible projects. To gather your information, consider using the following methods:

1. Census data and statistical reports, national/provincial health reports, or reports from health related agencies and organizations (this type of information should be reviewed first as it may give you a better understanding of your aggregate).
2. A survey of key informants (you may use a written questionnaire or a face-to-face interview). Agency personnel may or may not be a valuable resource in determining which projects are needed. Sources of information include members of the aggregate, volunteers, or experts/leaders in the field of interest in the area.

A valuable resource for choosing the best approaches and completing the assessment is *Doing it Right! A Needs Assessment Workbook* (Edmonton Social Planning Council, 2009). Other resources can be found in an online search or in nursing/health periodicals.

2. Planning

Once all learning needs have been identified, you must prioritize the identified needs and determine which is of highest priority (one key issue) for this aggregate. You should strongly consider the perspective of the aggregate in prioritizing learning needs and identifying the key issue. Make a list of potential learning needs that pertain to the aggregate and your rationale for deciding on one key issue. Consider such factors as the history of the aggregate with this issue, why it is a concern and for whom, previous teaching activities on this topic, and identification of groups or individuals, such as nurse specialists, who may be a resource for you. Together with the aggregate, outline the implementation plan that will address the chosen issue.

3. Implementation

In preparing your project/activity, you are expected to review the literature on the topic selected and to incorporate literature from a variety of sources, including: current books, online information, and at least three current research journal articles. The focus of the project/activity is on the specified needs of the aggregate, whether it is a perioperative client or staff aggregate. The oral presentation may require some flexibility responding to the group dynamics. The length of the oral presentation should be approximately 20 minutes. Depending on the topic, the presentation effectiveness may be enhanced by including such teaching aids as pictures, diagrams, pamphlets, charts or short audio/video segments. Guidelines for the oral presentation and written paper are outlined on page 14.

4. Evaluation

You should begin this step during the planning phase of the activity. You will need to develop a short questionnaire that addresses the process of your presentation and the impact of the project/activity on the chosen aggregate. You should seek the feedback of participants by asking them to complete the evaluation questionnaire following the presentation.

Guidelines for Oral Presentation

- ✓ Originality
- ✓ Appropriateness for the aggregate
- ✓ Congruence with the issue identified
- ✓ Accuracy of content
- ✓ Linkage with theory
- ✓ Organization of the presentation
- ✓ Presentation method effectiveness
- ✓ Ability to maintain audience interest and participation

Guidelines for Written Paper

The paper should be a maximum length of 10 pages typed and double-spaced. APA format is required. Please ensure a thorough proofread is completed prior to submitting your paper. It is expected that good writing technique will be utilized, as characterized by the following:

Content

The paper should contain clear and penetrating ideas, showing critical insight and perceptive thought. Furthermore, it should identify an intelligent use of both primary and secondary sources of information and a thorough grasp of the subject matter, with a sense of completeness of how the topic is handled.

Organization

The paper should have an effective introduction and conclusion. The main idea of the paper should be clear and concise, with a logical progression of thought, utilizing appropriate detail to support the subject matter.

Style

Smooth writing style with appropriate, accurate and precise language choice should be used. Sentence structure utilized should be similar, however varied in kind, length and effect.

Mechanics

The paper should show accuracy in spelling, punctuation and grammar. Paragraphs should be logical, well-organized and contribute to the flow of information.

Written Assignment –Evaluation Criteria

Needs assessment and analysis	15 marks
Planning/establishing priorities	15 marks
Implementation	15 marks
Evaluation	10 marks
Implications for the perioperative area	15 marks
Communication of ideas and logical presentation of information	15 marks
Grammar, spelling, APA format and paper length	15 marks

Use the description of this assignment as outlined to write your report. Final marks will be available one week following completion of the program.

Program Evaluation

Evaluation is ongoing throughout the theoretical and clinical components of the program. Both students and preceptors are asked to provide ongoing feedback on the perioperative nursing care program through designated program evaluation forms located at the end of each module, included with preceptorship materials and at the end of the program. Student feedback is valuable to making ongoing changes and improvements in program content and design.

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**Post Basic Program in Perioperative Nursing
Written Assignment - Evaluation Criteria**

	<u>Low</u>	<u>Middle</u>	<u>High</u>
Needs assessment/analysis	3	6 8 10	15
Planning/establishing priorities	3	6 8 10	15
Implementation	3	6 8 10	15
Evaluation	2	4 6 8	10
Implications for the perioperative area	3	6 8 10	15
Communication of ideas/logical presentation	3	6 8 10	15
Grammar/spelling	1	2 3 4	5
APA format/paper length	2	4 6 8	10

GRADE

COMMENTS

Appendix A

**Centre for Nursing Studies
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**Post Basic Program in Perioperative Nursing
Laboratory Evaluation**

Student: _____ **Program:** _____

Laboratory setting: _____

Dates of experience: _____ **Total hours:** _____

Final Grade: (Pass or Fail) _____

The evaluation tool should be completed at the end of the skills lab experience. A Pass/Fail description will be recorded. Students must be successful in the skills laboratory experience in order to proceed to the clinical experience.

Instructor's Signature

Student's Signature

Date

Skills/Criteria	Met	Not Met
Knowledge: <ul style="list-style-type: none"> • Applies course concepts to the laboratory setting • Displays safe perioperative practice 		
Professionalism: <ul style="list-style-type: none"> • Identifies learning needs • Takes responsibility for learning needs • Is supportive of other students in the laboratory setting 		
Circulating Nurse I (Patient Nurse): <ul style="list-style-type: none"> • Admits patient to the OR • Transfers and positioning • Assists anesthesiologist • Applies electrosurgical ground pad • Performs skin preparation • Practices sterile technique • Demonstrates surgical “conscience” • Performs surgical counts • Handles specimens appropriately 		
Circulating Nurse II (Set-Up Nurse): <ul style="list-style-type: none"> • Displays knowledge related to general layout of operating room suite • Manipulates OR bed • Checks case supplies • Creates and maintains sterile field during set-up • Performs surgical counts • Handles specimen appropriately • Demonstrates knowledge of ‘confine and contain’ techniques 		
Scrub Nurse: <ul style="list-style-type: none"> • Dons OR attire (mask, hat, boot covers) • Demonstrates surgical scrub, gowning and gloving • Demonstrates gowning and gloving surgical team members • Demonstrates care and proper handling of instruments • Maintains sterile field during draping procedure • Performs surgical count • Handles specimens appropriately • Dismantles set-up using ‘confine and contain’ technique 		
Documentation: <ul style="list-style-type: none"> • Knowledge of chart components • Knowledge of charting and count procedures 		

APPENDIX B

**Centre for Nursing Studies
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**Post Basic Program in Perioperative Nursing
Clinical Evaluation – Perioperative Care Setting**

Student: _____ **Program:** _____

Clinical setting: _____

Dates of experience: _____ **Total hours:** _____

Final Grade: (Pass or Fail) _____

Note: All recorded incidents have been discussed and explored with the student.

Clinical Performance is graded as follows:

Pass Satisfactory ratings received in all competencies of evaluation.

Fail Unsatisfactory ratings in one or more competencies of evaluation.

Preceptor Signature

Student Signature

Date

Evaluation Key

- Satisfactory (S)** Performs within the role of and meets the expected level of competency in a consistent manner with guidance as required by the average student. Satisfactory performance in previously met clinical objectives is maintained.
- Unsatisfactory (U)** The student does not perform within the role of and meet the expected level of competency in a consistent manner, with guidance as required by the average student. Performance in relation to previously met clinical objectives has been maintained at an inconsistent and/or unsatisfactory level.
- Not Evaluated (NE)** Clinical experience did not provide an opportunity for the student to demonstrate this competency.

The student will be expected to:	Grade	Comments
1. Apply knowledge and critical thinking by:		
A. Basing clinical actions on sound and relevant knowledge (e.g. perioperative standards of practice, surgical procedures, asepsis)		
B. Applying the nursing process to perioperative care		
C. Using nursing research literature to identify rationale for use of selected nursing interventions		

The student will be expected to:	Grade	Comments
D. Demonstrating appropriate behaviours/clinical judgments when caring for stable and unstable perioperative clients		
E. Offering approaches/recommendations to improve delivery of perioperative care		
2. Provide competent care by:		
A. Collecting relevant data from appropriate sources to plan and deliver care to perioperative clients		
B. Accurately interpreting health assessment data to determine the client's response to the perioperative experience		

The student will be expected to:	Grade	Comments
C. Contributing to client care planning		
D. Encouraging appropriate client/family participation in all aspects of care		
E. Displaying increasing levels of independence /confidence in the administration of nursing care of perioperative clients (refer to psychomotor competencies record)		
F. Completing nursing care for clients within appropriate time frame		

The student will be expected to:	Grade	Comments
G. Demonstrating increasing ability to handle unanticipated events (e.g. alteration in client status)		
H. Appropriately meeting the teaching/learning needs of clients		
3. Develop skill in communication by:		
A. Demonstrating effective communication techniques in caring for the client and family		
B. Applying relevant situation-specific communication principles		

The student will be expected to:	Grade	Comments
4. Perform in a professional manner by:		
A. Demonstrating respect for the dignity and worth of the client and members of the health care team		
B. Demonstrating accountability for own actions		
C. Practicing within legal and ethical standards set by regulating /professional bodies		
D. Demonstrating accountability for professional growth and development		
E. Demonstrating awareness/ application of client advocacy role		

The student will be expected to:	Grade	Comments
5. Assume responsibility for learning by:		
A. Identifying own learning needs		
B. Demonstrating self-directedness		

MID-ROTATION CLINICAL PROGRESS NOTE

Preceptor Comments:

Student Comments:

Preceptor Signature: _____

Date: _____

Student Signature: _____

Date: _____

END OF ROTATION CLINICAL PROGRESS SUMMARY

Preceptor Comments:

Student Comments:

Preceptor Signature: _____

Date: _____

Student Signature: _____

Date: _____

**Centre for Nursing Studies
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**Post Basic Program in Perioperative Nursing
Psychomotor Competencies Record**

Student Name: _____

Dates of Clinical Experience: _____

Clinical Location: _____

Key - Please initial and date

The psychomotor competencies outlined in this record should be performed by the student at the precision level of performance. The precision level of performance is determined by the following performance criteria:

- A logical sequence of actions is carried out
- Coordination is at a high level
- Errors are generally limited
- Time and speed are variable

Legend:

M Met Nursing Practice Criteria Met
UM Unmet Nursing Practice Criteria Unmet
NE Not evaluated

	Met (M)	Unmet (UM)	Not Evaluated (NE)
A. Circulating Nurse (Patient Nurse)			
Admits patient to O.R. as per procedure: <ul style="list-style-type: none"> • Assessment of physical needs • Assessment of psychological needs • Assessment of needs for local or general anaesthesia • Documentation of same 			

	Met (M)	Unmet (UM)	Not Evaluated (NE)
Transports patient as per procedure: <ul style="list-style-type: none"> • Transport to O.R. room • Transfer from stretcher/bed to O.R. bed 			
Positions & manipulates O.R. beds			
Assists anaesthesiologist: <ul style="list-style-type: none"> • Placement of EKG pads • Placement of monitoring equipment (BP cuff, pulse oximeter) • Assists with induction of patient • Assists with cricoid pressure • Assists with I.V. lines, arterial lines 			
Positions patient as per procedure: <ul style="list-style-type: none"> • Supine • Lithotomy • Prone • Lateral - antero/postero lateral - kidney position • Care of pressure points 			
Applies electro-surgical ground pad as per procedure			
Applies Esmarch's bandage/pneumatic tourniquet for single cuff as per procedure			
Applies Esmarch's bandage/pneumatic tourniquet for double cuff as per procedure			
Performs skin preparation as per procedure: <ul style="list-style-type: none"> • Appropriate exposure • Assessment of skin condition • Clipping & removing hair • Performance of skin preps • Documents surgical prep and skin condition 			

	Met (M)	Unmet (UM)	Not Evaluated (NE)
Assists with circulating nurse duties: <ul style="list-style-type: none"> • Practices ongoing sterile technique • Observes, reports & corrects breaks in aseptic technique • Surgical counts • Handles specimens appropriately 			
Postoperative duties: <ul style="list-style-type: none"> • Removes tourniquet cuffs • Removes grounding pad(s) • Documentation following assessment of postop sites 			
Assists anaesthesiologist as per procedure: <ul style="list-style-type: none"> • Assists with extubation • Removes EKG leads, pulse oximeter & BP cuff • Remains with patient 			
Transfers to stretcher/bed as per procedure			
Transfers patient to Recovery Room as per procedure: <ul style="list-style-type: none"> • Gives verbal report to PARR staff • Placement of specimens, X-rays & O.R. record • Completes documentation 			
B. Circulating Nurse II (Set-Up Nurse)			
Performs routine check of room & equipment prior to first case of day			
Checks supplies or case cart as per kardex for booked case: <ul style="list-style-type: none"> • Utilizes supplies judiciously • Ensures supplies are in the room 			
Creates & maintains sterile field during set-up			

	Met (M)	Unmet (UM)	Not Evaluated (NE)
Performs initial count for procedure & change-over counts, & documents same			
Observes gowning & gloving of surgical team & draping for breaks in sterile technique <ul style="list-style-type: none"> • Demonstrates awareness of breaks • Takes appropriate action 			
Completes O.R. case record & forms			
Demonstrates care of equipment during set-up, connecting & during dismantling			
Demonstrates care of light sources & ESU & smoke evacuators			
Ensures specimens are collected & labelled as per procedure			
Demonstrates knowledge of ‘confine & contain’ techniques			
Anticipates ongoing needs of surgical team by remaining in room & addressing team’s needs			
Performs final & skin counts, & documents same			
Assists with dismantling sterile field			
Applies dressing, connects drains & assists with cast application			
Calculates, documents & reports blood loss			
C. Scrub Nurse			
Demonstrates ability to scrub, gown & glove to create sterile field as per procedure			
Demonstrates ability to maintain sterile field during set-up in an efficient & organized manner as per procedure			

	Met (M)	Unmet (UM)	Not Evaluated (NE)
Demonstrates ability to set up in an appropriate time frame			
Performs initial count as per procedure			
Demonstrates ability to gown & glove surgical team as per procedure			
Creates & maintains sterile field during draping as per procedure			
Demonstrates caution when handling sharps & blades			
Demonstrates care with: <ul style="list-style-type: none"> • Fine instruments • Sharp instruments • Intricate instruments • Fiberoptic lenses & instruments 			
Demonstrates knowledge of & practices: <ul style="list-style-type: none"> • Care of 'contaminated' instruments • 'Confine & contain' technique • Basic A&P 			
Practices ongoing sterile technique & reports breaks			
Demonstrates adaptability for unexpected changes & emergencies, while anticipating needs of surgical team			
Demonstrates ability to perform final count and maintains scrub nurse role			
Shows ability & initiative to scrub for increasingly 'difficult' cases			
Handles specimens as per procedure			
Dismantles sterile set-up using 'confine & contain' technique			
Organizes room for terminal cleaning			

	Met (M)	Unmet (UM)	Not Evaluated (NE)
Removes used equipment at end of case: <ul style="list-style-type: none">• Anaesthetic equipment• Case cart• Instruments			

COMMENTS:

Student

Date

COMMENTS:

Preceptor

Date