Regional Perioperative Education Program (RPEP)

Operating Room Run

To provide students with an experiential learning opportunity in coordinating patient centered Perioperative nursing care. Invaluable experience is gained through working independently and collaborating with the interdisciplinary members of the Perioperative setting.

ORPEP

Wednesday May XX, 2021

0630-1400

Team	3
Head Nurse	Nancy Lee
Clinician	Louise Thompson
Surgeon	Dr. James Summers
Anesthesia	TBA
Staff	Nurse: TBA Nurse: TBA
Students	Rachel Chow (0630-1615) Janice Phillips (0630-1500) John Garcia (0630-1615)
Educators	Jessica Miller Patricia Tai Hina Niazi
OR	29 (JPN 3)
Debrief	1400 - 1500 Education Room, JPN 2

RPEP

Regional Perioperative Education Room Run

Thank you to the Surgical, Anesthesia and leadership team for facilitating the Operating room run. RPEP students benefit from your support during this experiential learning opportunity. Although we recognize this will provide valuable experience for the perioperative students, our top priority is the safety and well-being of our patients. While students will be involved in direct patient care, two staff nurses and program educators will always be present in the room for optimum care of the patients. Student performance during OR run will not impact their summative evaluations. However, feedback is welcome and appreciated by the students and educators. Thank you for your continued support of the Program and our students.

Learning Objectives

To demonstrate the core competencies as outlined below:

1. Critical Thinking:
    - Demonstrate critical judgment and thinking through recognizing clinical cues, patient specific factors, and adhering to standards and policies.
2. Collaboration:
    - Collaborate with interdisciplinary team members within the scope of practice as a novice perioperative student nurse focusing on patient safety.
3. Communication:
    - Demonstrate effective and respectful communication with various health professionals while managing stressful situations.
4. Creative Resource Management:
    - Practice time-management skills to optimize patient care and resources while coordinating efficient room management.

Expectations of Staff Nurses:

- Always maintain and prioritize patient safety.
- Intervene only when safety is compromised.
- Support student learning through creating positive learning environment.
- Provide oral and written feedback for each student by utilizing the Feedback Square.
- Provide service specific information as needed.
- Participate in a debriefing session at the end of the day.

Expectations of Program Educators:

- Always maintain and prioritize patient safety.
- Intervene only when safety is compromised.

- Review and provide feedback for clinical prep documents and schedule.
- Conduct student huddle and provide appropriate updates on room run day.
- Assess and guide plan of care at pre-op, intraop and post op phases or as needed through brief check-ins with students.
- Facilitate the Debrief session with students and assigned nursing staff.

Expectations of Students:

- Always maintain and prioritize patient safety.
- Introduce yourselves to the OR team (anesthesia, surgeons, residents etc.).
- Huddle as a group and with OR team to coordinate care for the patient.
- Consider the RPEP educators and nursing staff as accessory individuals. Questions regarding the case, needs of the patient, equipment etc., should be asked directly to the OR team (ie: surgeon, resident, anesthesiologist, HNs, clinicians, PA etc).
- Utilize closed-loop communication and strategies identified in TeamSTEPPS.
- When coordinating patient care, practice interdisciplinary collaboration with the team.

Goals:

1. Demonstrate team competency based on knowledge, attitudes, and performance.
    a. Learning skills: Communication (closed-loop), teamwork, leadership, situation monitoring, situational awareness and mutual support.
2. Apply critical thinking, reasoning, and judgement skills to manage and prioritize efficient flow of the room (ie: slate times, breaks, turnover times etc.).
3. Obtain independence by exercising skills such as self-direction, utilizing resources effectively, practicing graded assertiveness, and conflict management.
4. Develop an understanding of full scope of each scrubbing and circulating roles as well as facilitation of daily OR operations.

Debrief Session:

- This will be a safe environment to discuss the events of the day.
- This is the opportunity to reflect on:
    - What went well?
    - What was challenging and what you would do differently next time?
    - Were the objectives and goals of the room run met?
    - How would this experience impact your practice?

RPEP

Feedback Square
Student Name: _____ **Date:** _____
Case(s) & Student Role(s): _____

KEEP DOING	START DOING
STOP DOING	**MAKE A CHANGE**

RPEP COMPETENCY DOMAINS

1	Professionalism and Ethics/Ethical Practice
2	Inter-professional Collaboration
3	Patient and Family Centred Care
4	Safety/Accountability and Responsibility
5	Knowledge-Based Decision Making/Competency-Based Practice

**Feedback – sparks your learning, clarifies where you are going with your learning, informs where you are in the moment, and highlights next steps for learning. Remember to self-reflect on the feedback in the context of setting goals.*