

20TH WORLD NURSING EDUCATION CONFERENCE

May 22- 24, 2017 Osaka, Japan



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Reflexive, responsive and time-limited strategies for mentoring the clinical practice: Operation rooms arena

Statement of the Problem: Building up the clinical curriculum for nursing students in operation room is a unique program. The learning outcome of the program is nursing students practice in a fast and effective environment in a well-adjusted and positive attitude. Perioperative clinical curriculum is entirely different from others. For reasons of lacking related literature, a new conceptual strategy combines simulative teaching and advocating students in high-stress situations of operation rooms has already been developed.

Methodology & Theoretical Orientation: “Time-Limited Strategies” means students have to pass tests in certain time periods to be qualified into clinical field. Reflexive, responsive communication strategy means flipping nursing students as the key person of their learning process, encouraging them to reflex the process and response to adjusting the learning process. It contains “plan drawing of operating rooms” and “challenge of gowning and gloving in one minute” both including the factor of “Time-Limited” to push students practicing and achieving the learning goal. To know the hardware and moving lines of operation room is one of the first priorities when nursing students start perioperative nursing clinical curriculum. After guided by the instructor, students deliver “plan drawing of operating room” in 30 minutes to prove that they well-recognize operation room to be qualified as an assistant circulating nurse. Skillful surgical techniques are another top priority for students. Performing “challenge of gowning and gloving in one minute” is the criteria for students to be qualified as an assistant scrub nurse.

Findings: “Plan drawing of operating rooms” is an effective way to get familiarized with the operating room hardware setting and moving lines. “Challenge of gowning and gloving in one minute” contains factors of time-stress-simulation and skillful and professional technique to enhance nursing-students’ motivation to practice. There were 35 participants from March to July 2015. According to both Likert’s Scale and the narrative quality feedback from nursing students, both of these teaching strategies have received positive recognition.

Biography

Mei Yun Yu has her expertise in clinical education in perioperative nursing care arena. Her creative research interest is in reflexive and responsive strategies in “time-limited” perioperative clinical curriculum to motivate nursing students. Her dedication is focusing on the combination of teaching theory and clinical training programs. She is building her theory in perioperative clinical nursing education after years of clinical education experience. Her theory flips students as the key person of themselves during clinical curriculum. The basic strategies are reflexive and responsive communication between educators and students.

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