Opening the Doors to the Operating Room: Part II
A Longitudinal Study

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Objectives

At the conclusion of this presentation the participant will be able to:

- Describe the recruitment and retention strategy utilized

- Develop recruitment and retention strategy for other nursing specialties'

Purpose of the Study

The purpose of this study was to:

- Recruit graduating basic baccalaureate degree nursing students into the periOperative setting and

- Decrease attrition of new nurse hires to the periOperative environment.

Nursing Shortage

A report issued by Buerhas, Staiger, & Auerbach (2009) estimated that the shortage of nurses in the US could reach as high as 500,000 by the year 2025 while the demand for nurses is expected to continue to increase by 2% - 3% per year during this same time period.

Operating Room Nurses

Approximately only about 4 percent of all RNs pursue a career in periOperative nursing and within the next 5 years about 20 percent of all periOperative nurses are expected to retire (Girard, 2004).

Recruitment & Retention

Utilizing Knowles theory (Knowles, 1968) a periOperative clinical experience was developed in accordance with the AORN guidelines for periOperative orientation for new nurses (AORN, 2007, 2012).

Program Development

The AORN (2007; 20102) guidelines for orientation to the periOperative clinical setting was utilized to develop the orientation program to the periOperative setting and provided the vertical threads for the curriculum.

Vertical threads permit the students to gain both breadth and depth as they progressed through the periOperative clinical practicum and capstone experience. As complexity of nursing interventions increased, new principles and theories were provided. Vertical threads included but were not limited to; introduction to periOperative setting, safety in the surgical suite, professionalism, critical thinking and positioning of the surgical patient

Program Development

- The horizontal were derived from Knowles theory of adult learning (1968, 1980) and the expected outcomes of the periOperative senior clinical practicum and capstone experience.

Knowles (1968)

I. Adults have a need to know why they should learn something.

II. Adults have a need to be self-directing.

III. Adults have a greater volume and different quality of experience than youth.

IV. Adults become ready to learn when they experience in their life situation a need to know or be able to perform more effectively and satisfyingly.

V. Adults enter into a learning experience with a task-centered (or problem centered or life-centered) orientation to learning.

VI. Adults are motivated to learn by both extrinsic and intrinsic motivators.

Role of the Learner's Experience

Pedagogy

- To the experience learners bring to a learning situation is of little worth.

Andragogy

- As people grow and develop, they accumulate an increasing reservoir of experience that becomes an increasing rich resource for learning – for themselves and others.

Readiness to Learn

Pedagogy

- People are ready to learn whatever society (especially the school) says the ought to learn, provided the pressures on them (like fear or failure) are great enough.

Andragogy

- People become ready to learn something when they experience the need to learn it in order to cope more satisfyingly with real-life tasks or problems.

Orientation to Learning

Pedagogy

- Learners see education as a process of acquiring subject matter content , most of which they understand will be useful only at a later time in life.

Andragogy

- Learners see education as a process of developing increased competence to achieve their full potential in life.

2007 - 2011

2007 -2011	24 students	
2007	6	3
2008	6	1
2009	6	5
2010	6	5
2011	6	4
Total recruited to OR		17

Data

- 2007 – 2011: 17 basic baccalaureate degree nursing students elected to participate in the periOperative senior clinical and capstone experience.
  - SBU 7.5%
    - National average 4% (Girard, 2004)

- Nurses who did not elect the OR was 29% - did not elect to continue with capstone
  - Qualitative findings:
  - Two Common themes emerged:
    - 1. Too technical
    - 2. Desired more awake patient contact

- SBU 2.5 % of students went into OR

Retention Data

Year	Retention	Rationale for Leaving
2	100%	
3 year	71%	Pursue full time graduate studies
4 years	71%	Establish cardiothoracic surgical service *Hospital is satellite within the alliance

Note: National attrition rate of new nurses is 13% within the first year of hire (AACN, 2014)

Qualitative Data

- Felt part of the team
- Felt I was taking charge of my learning
- Felt like my knowledge was finally being recognized

Key Strategies Employed

- Pre-clinical senior placement interview (AORN,2007; 2012).

- Student goals were reviewed.

- The student responsibility as the program progressed.

- Self-directed learning: required to select a topic, conduct literature review and provide presentation to periOperative team.

- Provided with a clinical check list (AORN, 2007; 2012, Messina, 2008).

- Met with periOperative nurse educator consistently throughout the program.

Immerse the Student in the Culture

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