

Periop 101: A Core Curriculum™ OR

Preceptor Guidelines

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Anesthesia	
Module Objectives	<ol style="list-style-type: none"> 1. Compare and contrast the various types of anesthesia care. 2. Discuss the perioperative RN's role in assisting with anesthesia care before, during, and after surgery. 3. Identify complications that can arise from anesthetic administration.
Clinical Skills	<p>The preceptor will:</p> <ol style="list-style-type: none"> 1. Identify the licensed professionals who can administer anesthesia 2. Discuss the ASA Physical Status Classification that is assigned to the patient about to undergo anesthesia 3. Identify anesthesia monitoring equipment 4. Explain the phases of anesthesia 5. Identify intubation equipment: laryngoscope handle, blades; ET tubes; LMAs; fiberoptic laryngoscope, etc. 6. Explain care implementation of the RN circulator during induction 7. Identify the emergency carts: Crash cart, Difficult intubation cart, MH cart, etc.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. assisting the anesthesia provider during induction and intubation. 2. cricoid pressure application during intubation. 3. patient positioning assistance during regional anesthesia.
QSEN	<ol style="list-style-type: none"> 1. Assess the patient's understanding of his or her health issues and create a plan with the patient to manage his or her health. 2. Commit to patient-centered collaborative care planning. 3. Patient may have a choice between general and regional anesthesia. Analyze concepts related to conflicted decision making by patients. 4. Value the team approach to providing high-quality care. Commit to identification of errors and hazards.

Assessment	
Module Objectives	<ol style="list-style-type: none"> 1. Define the importance of the perioperative focused assessment when planning for safe patient care.

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	<p>2. Identify and relate components of social determinants of health and the impact of those components on the patient presenting for surgery.</p> <p>3. Describe the effect on anesthesia of over-the-counter medications, alternative therapies, and cannabis and alcohol use.</p>
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. discuss acceptable patient identifiers. 2. explain the required documentation necessary for each surgical patient. 3. talk about the organizational policy that addresses advance directives and the surgical patient. 4. discuss positioning concerns
Clinical Skills Application	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. demonstrate introducing themselves to the patient and family by stating name, title, and role. 2. follow facility policy and procedure when identifying and verifying the patient. 3. utilize physical and psychosocial assessment skills when interacting with the patient and patient’s family/support system. 4. identify missing documents or abnormal lab values and contact the appropriate individual(s). 5. plan positioning aides based on the preoperative patient assessment.
QSEN	<ol style="list-style-type: none"> 1. Commit to concepts that achieve the highest level of processes and outcomes of care. 2. Value the team approach to providing high-quality care.

Endoscopic Surgery	
Module Objectives	<ol style="list-style-type: none"> 1. Identify the necessary equipment and safety precautions for the patient undergoing endoscopic surgery. 2. Describe the complexity and maintenance of endoscopic instrumentation. 3. Identify the types of surgical instruments and supplies, video equipment, and distention media used for endoscopic surgeries. 4. Provide an overview of robotic-assisted surgery.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. identify the components of the video equipment. 2. discuss additional equipment that may be used during specialty-specific endoscopic surgery

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	<ol style="list-style-type: none"> 3. discuss nursing considerations for the patient undergoing endoscopic surgery. 4. discuss and demonstrate the care and handling of laparoscopic instruments and equipment.
Clinical Skills Application	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. demonstrate patient- and worker-safety positioning measures. 2. connect equipment and operate components of the video system. 3. demonstrate proper handling of fiberoptic equipment 4. demonstrate how to change a portable gas cylinder and identify the correct cylinder key.
QSEN	<ol style="list-style-type: none"> 1. Commit to reduction unwarranted variation in care. 2. Anticipate/prevent systems failures/hazards. 3. Commit to system changes to create a patient-centered care environment. 4. Value the importance of the use of data in quality improvement. 6. Integrate strategies and safety practices to reduce risk of harm to patients, self, and others (eg, risk evaluation and mitigation strategy). 7. Value the team approach to providing high-quality care. 8. Value cutting-edge knowledge of current practice. 9. Describe strategies for improving outcomes at all points of care. 10. Appreciate the role of systems problems as a context for errors. 11. Commit to patient-centered collaborative care planning. 12. Implement care practices based on the strength of available evidence. 13. Use quality indicators and benchmarks for improving system processes and outcomes. 14. Use best practices and legal requirements to report and prevent harm. 15. Know the current regulatory requirements for information systems use.

Environmental Cleaning	
Module Objectives	<ol style="list-style-type: none"> 1. Describe the association between surgical site infections and environmental cleaning. 2. Explain the correct environmental cleaning process during turnover (between-patient cleaning). 3. Differentiate between turnover and terminal cleaning.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. identify sources of contamination in the surgical environment. 2. discuss cleaning methods used in the surgical environment.

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	<ol style="list-style-type: none"> 3. describe how to confine and contain blood, body fluids, and other potentially infectious materials contamination. 4. discuss terminal cleaning.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. how to clean the OR before the first case of the day. 2. turn-over (between-case) cleaning. 3. how to confine and contain contamination during a procedure.
QSEN	<ol style="list-style-type: none"> 1. Use quality indicators and benchmarks for improving system processes and outcomes. 2. Appreciate the role of systems problems as a context for errors. 3. Value the team approach to providing high-quality care.

Health Care Information Management	
Module Objectives	<ol style="list-style-type: none"> 1. Review the necessary components of documentation during the preoperative, intraoperative, and postoperative phases of patient care. 2. Identify the benefits that are associated with the electronic health record.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. identify elements of documentation in the patient's EMR. 2. discuss the importance of timely and accurate documentation. 3. discuss the process of correcting data entry in the EMR or paper chart according to the facility's policy and procedure.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. documentation in the EMR to include opening additional documentation windows within the facility-specific EMR program. 2. patient charges documentation. 3. discussion with the anesthesia provider and documentation of fluid management, tourniquet times, other. 4. EMR downtime procedures. 5. the use of the facility's hand over document during the transfer of patient care.
QSEN	<ol style="list-style-type: none"> 1. Appreciate the role of systems problems as a context for errors. 2. Work with patients to create plans of care that are defined by the patient.

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	<ol style="list-style-type: none"> 3. Appreciate the role that federal regulations play in developing and implementing information systems that will improve patient care and create more effective delivery systems. 4. Participate in analysis of databases as sources of information for improving patient care. 5. Value the importance of the use of data in quality improvement. 6. Promote systems that reduce reliance on memory. 7. Commit to patient-centered collaborative care planning. 8. Search, retrieve, and manage data to make information and knowledge management systems. 9. Use best practices and legal requirements to report and prevent harm. 10. Value the importance of state and national policy work in setting standards for improvement of teamwork and collaboration. 11. Analyze ethical and legal implications of patient-centered care. 12. Value knowing the evidence base for one’s practice specialty area. 13. Know the current regulatory requirements for information systems use. 14. Serve as a resource for documentation of nursing care at basic and advanced levels. 15. Comply with HIPAA regulations in the use of electronic health records and other sources of patient information.
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Hemostasis Management	
Module Objectives	<ol style="list-style-type: none"> 1. State traditional and adjunct methods of hemostasis that may be used during surgery. 2. Briefly describe the coagulation cascade. 3. Identify types and uses of surgical sponges. 4. Review prevention strategies for a retained surgical sponge. 5. Give examples of the types of wound drains available for use during a surgical procedure.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. identify different sponge types, the number of each sponge type in a pack, and specific sponge uses, eg, tonsil sponges, cottonoids, etc. 2. discuss the importance of an initial count. 3. explain when sponge counts are performed. 4. explain what is done for an incorrect sponge count. 5. discuss chemical hemostasis. 6. discuss simple and closed system drain types.

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Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. demonstrate <ul style="list-style-type: none"> ▪ an initial count. ▪ counts performed during the surgical procedure. ▪ final count. ▪ count documentation. 2. show where chemical hemostatic agents are stored. 3. show where drains are located.
QSEN	<ol style="list-style-type: none"> 1. Use existing resources to design and implements improvements in practice. 2. Examine strategies for improving systems to support team functioning.

Medications	
Module Objectives	<ol style="list-style-type: none"> 1. Identify the roles and responsibilities of the RN in the preparation and administration of medications. 2. State interventions to decrease “near miss” and adverse medication events during each step of the medication use process. 3. Identify best practices for decreasing medication errors using scenario-based examples. 4. Identify medications commonly used in the perioperative setting.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. discuss the Joint Commission “do not use” list of medication abbreviations. 2. identify practices used to reduce medication errors.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. the use of the provider’s preference card in pulling medications that are listed for a surgical procedure. 2. verification, preparation, and delivery of medications and solutions to the sterile field. 3. accurate and timely documentation of medications and solutions used during the surgical procedure.
QSEN	<ol style="list-style-type: none"> 1. Value the contribution of standardization and reliability to safety. 2. Function competently within your own scope of practice as a member of the health care team.

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	<ol style="list-style-type: none"> 3. Guide the team in managing areas of overlap in team member functioning. 4. Value the contribution of standardization and reliability to safety. 5. Describe appropriate hand-over communication practices.
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Organizational Influences and Patient Outcomes	
Module Objectives	<ol style="list-style-type: none"> 1. Describe elements necessary for a culture of safety. 2. Define human factors that impact the organization’s culture and patient safety. 3. Identify patient safety organizations that influence the policies and procedures of health care facilities.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. discuss the facility’s organizational chart. 2. discuss perianesthesia, perioperative, and other specialty professional organizations to which colleagues belong.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. the reporting process for near-miss and sentinel events. 2. implementation of National Patient Safety Goals.
QSEN	<ol style="list-style-type: none"> 1. Develop a culture in which a hostile work environment is not tolerated. 2. Use evidence-based practice to create policies to respond to errors and “good catches.”

Patient and Family Education	
Module Objectives	<ol style="list-style-type: none"> 1. Discuss health equity, equality, and social determinants of health. 2. Discuss the common elements hospital personnel follow when they have adopted patient-centered care. 3. Discuss the impact of patient-centered care on patient and family education. 4. Discuss how the concepts of the accountable care organization (ACO), social determinants of health (SDOH), and Enhanced Recovery After Surgery (ERAS) can positively impact quality of care and outcomes.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. discuss the facility’s social services, interpreter services, and financial services that are available to the patient and family/support system.

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	<ol style="list-style-type: none"> 2. identify the process on how and when to contact the above-mentioned services. 3. describe the process for conversation with an individual who has a hearing impairment.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. patient and family education during the preoperative phase. 2. verification of the family member contact and contact information for intraoperative patient updates. 3. hand-over process during the transfer of patient care.
QSEN	<ol style="list-style-type: none"> 1. Synthesize critical information about health literacy based on diversity of the patient population. 2. Effectively work with patients to engage them in their care as they deem appropriate for them. 3. Respect patient preferences for the degree of active engagement in the care process. 4. Use patient-engagement strategies to involve patients/families in the health care team. 5. Analyze multiple dimensions of patient-centered care, including patient/family/community preferences and values, as well as social, cultural, psychological, and spiritual contexts.

Patient Positioning	
Module Objectives	<ol style="list-style-type: none"> 1. Describe the various surgical positions. 2. Identify the safety considerations and physiological effects of positioning patients in surgical positions. 3. Identify evidence-based practices that can minimize the risk of pressure injury.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. describe the goals of patient positioning. 2. identify areas of the body prone to pressure injury. 3. discuss the following forces and how they contribute to pressure injury: <ul style="list-style-type: none"> ▪ shearing ▪ friction ▪ maceration 4. identify positioning aides that help to prevent pressure injury.

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Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. selection of the OR bed based on the patient’s weight and surgical procedure and position. 2. the safe transfer of the patient from the patient stretcher/bed to the OR bed. 3. how to position the patient with a pre-existing physical limitation unrelated to the surgical event. 4. the appropriate placement of the safety strap. 5. the documentation of the patient’s intraoperative position and positioning aides.
QSEN	<ol style="list-style-type: none"> 1. Identify useful measures that can be acted on to improve outcomes and processes. 2. Lead improvement efforts, taking into account content and best practices based on evidence. 3. Anticipate/prevent systems failures/hazards.

Patient Safety	
Module Objectives	<ol style="list-style-type: none"> 1. Describe elements that promote a culture of safety in the perioperative setting. 2. Explain seven standardized communication techniques that team members can implement to promote patient safety. 3. Identify life safety measures, which include fire prevention practices, to implement in the perioperative setting.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. define the fire safety acronyms RACE and PASS. 2. identify the different types of fire extinguishers located in the surgical suite and their uses. 3. explain laser safety procedures for each type of laser utilized in the operative setting. 4. explain the three tenets of radiation safety. 5. discuss the use and potential complications of the pneumatic tourniquet.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. the location of the different fire extinguishers located within the surgical suite. 2. the location of the gas and electrical panels specific to each OR. 3. the location of the laser key(s) and laser safety procedures. 4. the implementation of the Surgical Safety Checklist.

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	5. the process of tagging malfunctioning equipment or instruments and how they are segregated from use.
QSEN	<ol style="list-style-type: none"> 1. Use quality indicators and benchmarks for improving system processes and outcomes. 2. Evaluate the relevance of quality indicators and their associated measurement strategies. 3. Analyze the impact of linking payment to quality improvement.

Patient Skin Antisepsis	
Module Objectives	<ol style="list-style-type: none"> 1. Identify the role of skin antisepsis in the prevention of SSI. 2. Differentiate the features of four commonly used US Food and Drug Administration (FDA)-approved skin antiseptic products. 3. Identify general measures to take when performing preoperative skin antisepsis. 4. Identify specific skin antisepsis application methods.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. discuss the goals of patient skin antisepsis. 2. identify the differences in application between iodine and CHG antisepsis products. 3. describe the prepping procedure for contaminated areas. 4. explain hair removal processes.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. patient skin assessment prior to skin antisepsis. 2. hand hygiene before skin antisepsis application. 3. the application of the skin antiseptic product according to the IFU. 4. protect the patient from pooling of antiseptic solution.
QSEN	<ol style="list-style-type: none"> 1. Commit to reducing unwarranted variation in care. 2. Elicit input from other team members to improve individual as well as team performance. 3. Value knowing the evidence base for one's practice specialty area.

Postanesthesia Care

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Module Objectives	<ol style="list-style-type: none"> 1. Define the role and responsibilities of the perianesthesia registered RN. 2. Describe the collaborative relationship between the intraoperative RN and the PACU RN.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. identify the PACU areas. 2. discuss the hand-over communication tool used for the transfer of patient care between the intraoperative and postoperative RNs. 3. describe the Aldrete Score.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. the use of the hand-over communication tool during the transfer of patient care. 2. providing help in applying monitoring equipment to the postoperative patient when appropriate and requested.
QSEN	<ol style="list-style-type: none"> 1. Analyze features of physical facilities that support or pose barriers to patient-centered care. 2. Create organizational cultures so that patient and family preferences are assessed and supported. 3. Value cutting-edge knowledge of current practice.

Professionalism	
Module Objectives	<ol style="list-style-type: none"> 1. Correlate concepts of professionalism to perioperative nursing. 2. Identify resources that perioperative RNs should use in their practice. 3. Identify aspects of professional and personal accountability.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. discuss the use of facility policies and procedures in the care of the patient. 2. identify the use of professional association guidelines in providing evidence-based patient care. 3. research and discuss the standard of care of a reasonable and prudent nurse in a similar situation as defined by law.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. the process of locating a facility policy and procedure. 2. access to the AORN website to review the Guideline Essentials.

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QSEN	<ol style="list-style-type: none"> 1. Analyze the factors that create a culture of safety and a “just culture.” 2. Value the contribution of self and others to effective team functioning. 3. Commit to patient centered collaborative care planning. 4. Value systems thinking and use of technology to improve patient safety and quality.
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Safe Use of Equipment	
Module Objectives	<ol style="list-style-type: none"> 1. Describe safe practices for the use of energy-generating devices in surgery. 2. Identify radiation safety practices for perioperative team members and surgical patients. 3. State the importance of following manufacturers’ instruction for use for all medical equipment used for patient care.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. discuss equipment not found within an operating room such as refrigerators and freezers for tissue storage 2. identify the process for daily assessment of temperature and humidity within the surgical suite. 3. identify the various electrosurgical devices used, eg, monopolar, bipolar, and argon-enhanced coagulation. 4. discuss the types of lasers available for use. 5. describe the dangers of surgical smoke and the type of smoke evacuation equipment that is used. 6. discussing the procedure for the patient with an implanted electronic device (IED) and the anticipated use of electrosurgical devices.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. the use of patient warming devices and equipment. 2. laser safety: <ul style="list-style-type: none"> ▪ covering windows with laser-certified covers ▪ posting signs and eyewear for the laser being used on the outside of the operating/procedure room ▪ protecting the patient’s eyes during laser use ▪ wearing laser safety eyewear in accordance with facility policy and procedure ▪ conducting a laser-safety time out

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	<ul style="list-style-type: none"> ▪ pointing out the emergency stop button on the laser unit <p>3. proper care of radiation gowns, thyroid shields, and other protective equipment.</p>
QSEN	<p>1. Anticipate/prevent systems failures/hazards.</p> <p>2. Value the process of risk reduction in health systems.</p>

Sterile Technique	
Module Objectives	<p>1. Identify the correct technique for sterile field creation.</p> <p>2. Describe the correct technique for opening sterile items including containers, wrapped packages, and peel-pack items.</p> <p>3. Name the practices that recognize, address, and correct contamination of the sterile field.</p>
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. discuss surgical conscience. 2. define event-related sterility. 3. identify transfer devices for medications and solutions.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. inspection of the surgical container, peel pack, or wrap prior to opening. 2. verification of sterilization indicators. 3. delivery of sterile items to the sterile field. 4. aseptic delivery of medications and solutions to the sterile field. 5. the correct approach to the sterile field as a non-scrubbed team member. 6. the correct movement of scrubbed team members when changing position: face-to-face or back-to-back.
QSEN	<ol style="list-style-type: none"> 1. Demonstrate commitment to process improvement. 2. Use best practices and legal requirements to report and prevent harm. 3. Appreciate strengths and weaknesses of scientific bases for practice. 4. Commit to being a safety mentor and role module. 5. Support the development of a safe team environment where issues can be addressed between team members and conflict resolved. 6. Encourage a positive practice environment of high trust and high respect. 7. Engage in systems focuses when near misses occur. 8. Accept the limitations of humans.

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Sterilization Process	
Module Objectives	<ol style="list-style-type: none"> 1. Identify the steps of the sterilization process. 2. Describe the various sterilization methods. 3. Identify quality assurance measures associated with each step in the instrument cleaning and sterilization process. 4. Describe the perioperative RN's role in identifying sterile items that may be placed on the sterile field.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. discuss the CDC's Surgical Wound Classification system 2. identify the difference between gravity displacement and dynamic air removal sterilizers. 3. discuss the IUSS process and the need for following the cleaning and decontamination processes and use of an FDA-approved IUSS container. 4. identify the documentation steps for the IUSS process. 5. discuss point-of-use instrument cleaning to avoid the adherence of bioburden.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. classification and documentation of a surgical wound. 2. correct preparation of instruments and equipment for transport to the decontamination area. 3. appropriate handling of sterile instruments and equipment
QSEN	<ol style="list-style-type: none"> 1. Describe strategies for improving outcomes at all points of care. 2. Value the contribution of standardization and reliability to safety. 3. Use quality indicators and benchmarks for improving system processes and outcomes. 4. Use best practices and legal requirements to report and prevent harm. 5. Value context (eg, work environment, team functioning, social determinants) as an important contributor to quality care. 6. Promote a research agenda for evidence that is needed in the practice specialty and health care setting. 7. Value systems thinking and use of technology to improve patient safety and quality. 8. Summarize current evidence regarding major diagnostic and treatment actions within the practice specialty and health care delivery system. 9. Function competently within your own scope of practice as a member of the health care team.

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	10. Analyze ethical issues associated with continuous quality improvement.
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Surgical Hand Antisepsis and Scrub Attire	
Module Objectives	<ol style="list-style-type: none"> 1. Identify the evidence-based practices to perform for effective surgical hand antisepsis. 2. Describe how to gown and glove using sterile technique.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. identify the surgical suite areas and appropriate scrub attire. 2. describe the differences between the surgical hand rub and the surgical hand scrub. 3. discuss the procedure for a surgical hand rub and surgical hand scrub utilizing the manufacturer's IFU. 4. discuss the levels of gown protection. 5. describe double gloving.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. appropriate scrub attire. 2. appropriate surgical scrub attire. 3. opening the sterile gown and gloves for use by the scrub person on a surface separate from the back table. 4. correct donning and doffing of PPE.
QSEN	<ol style="list-style-type: none"> 1. Value the importance of the use of data in quality improvement. 2. Value the process of risk reduction in health systems. 3. Implement care practices based on strength of available evidence.

Surgical Draping	
Module Objectives	<ol style="list-style-type: none"> 1. Identify five different surgical drapes and their uses. 2. Describe the basic principles of surgical draping in operative and procedural clinical settings.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. differentiate between fenestrated and non-fenestrated drapes.

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	<p>2. show the location of specialty drapes</p> <ul style="list-style-type: none"> ▪ adhesive drapes ▪ C-arm drapes ▪ Fluid warming device
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. choosing the appropriate surgical drape for the scheduled procedure. 2. steps in correcting drape contamination during the surgical procedure. 3. assisting the scrubbed team member with the draping of <ul style="list-style-type: none"> ▪ a microscope ▪ C-arm ▪ Portable X-Ray cassette
QSEN	<ol style="list-style-type: none"> 1. Demonstrate leadership skills in creating a culture where safe design principles are developed and implemented. 2. Work with team members to identify goals for individual patients and populations. 3. Identify useful measures that can be acted on to improve outcomes and processes. 4. Appreciate the role of systems problems as a context for errors. 5. Exhibit contemporary knowledge of best evidence related to practice and healthcare systems.

Surgical Instruments	
Module Objectives	<ol style="list-style-type: none"> 1. Identify instruments and the instrument category to which they belong. 2. Describe instrument set assembly considerations such as type of surgery and patient population.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. identify the various scalpel blades and applicable knife handles. 2. define the neutral zone. 3. review the names of instruments in a basic set and correlate the names to the instrument count sheet. 4. identify the different types of powered equipment and corresponding power sources. 5. identify specialty instruments.

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Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. the initial count, intraoperative counts, and final count. 2. the location of sterile individual instruments and equipment.
QSEN	<ol style="list-style-type: none"> 1. Understand the roles and scope of practice of each interprofessional team member including patients, in order to work effectively to provide the highest level of care possible. 2. Value cutting edge knowledge of current practice. 3. Value the use of information technologies in practice. 4. Exhibit contemporary knowledge of best evidence related to practice and healthcare systems. 5. Examine strategies for improving systems to support team functioning.

Surgical Specimens	
Module Objectives	<ol style="list-style-type: none"> 1. Describe how to retrieve a specimen from the field, correctly label each specimen, and deliver the specimen to the desired location. 2. Identify how to document a specimen in the health care record. 3. Differentiate between frozen, fresh, and permanent specimen orders.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. distinguish the difference between routine, frozen section, and gross specimen analysis. 2. discuss the documentation procedure for specimen handling. 3. provide the policy and procedure for the collection of forensic evidence.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. the selection of specimen container(s) for anticipated specimen collection. 2. labeling of each specimen. 3. communication for the immediate transport of a specimen. 4. the location and process of specimen storage.
QSEN	<ol style="list-style-type: none"> 1. Based on active listening to patients, elicit values, preferences, and expressed needs as part of the clinical interview, diagnosis, and implementation of the care plan as well as coordination and evaluation of care. 2. Engage in system focus when errors or near misses occur. 3. Describe evidence-based practices in responding to errors and good catches. 4. Comply with HIPAA regulations in the use of electronic health records and other sources of patient information.

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	<ol style="list-style-type: none"> 5. Promote access to patient care information for all who provide care. 6. Understand the roles and scopes of practice of each interprofessional team member, including patients, in order to work effectively to provide the highest level of care possible. 7. Appreciate the risks associated with hand overs among providers and across transitions in care. 8. Commit to achieving the highest level of processes and outcomes of care. 9. Use national patient safety resources to design and implement improvements in practice. 10. Maintain confidentiality of any patient information used in quality improvement. 11. Use best practices and legal requirements to report and prevent harm. 12. Analyze ethical and legal implications of patient-centered care.
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Transmissible Infection Prevention	
Module Objectives	<ol style="list-style-type: none"> 1. Identify the elements in the chain of infection. 2. Describe the components of standard and transmission-based practices.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. discuss the chain of infection. 2. identify facility measures incorporated to prevent drug diversion by health care personnel. 3. discuss sharps safety. 4. review contact, droplet, and airborne transmission-based precautions used in the surgical setting.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. appropriate use of PPE. 2. where to find PPE for contact, droplet, and airborne precaution use. 3. the importance of hand hygiene.
QSEN	<ol style="list-style-type: none"> 1. Understand the roles and scopes of practice of each interprofessional team member, including patients, in order to work effectively to provide the highest level of care possible. 2. Appreciate the risks associated with hand overs among providers and across transitions in care. 3. Commit to achieving the highest level of processes and outcomes of care.

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Wound Closure and Healing	
Module Objectives	<ol style="list-style-type: none"> 1. List suture elements such as material, characteristics, and packaging. 2. Classify a surgical wound. 3. Identify skin closure options. 4. Explain wound healing influences and criteria for surgical site infection types.
Clinical Skills	<p>The preceptor will</p> <ol style="list-style-type: none"> 1. show where suture supplies are stored. 2. discuss suture material classifications. 3. explain the various stitch types. 4. identify wound closure alternatives and storage location. 5. discuss patient factors that may affect wound healing. 6. discuss intraoperative factors that may affect wound healing.
Clinical Skills Application	<p>The preceptor will demonstrate</p> <ol style="list-style-type: none"> 1. identifying information on the suture packet. 2. the choice of alternative wound closure supplies. 3. the use of negative-pressure wound therapy (NPWT)/vacuum-assisted closure (VAC).
QSEN	<ol style="list-style-type: none"> 1. Value the importance of the use of data in quality improvement. 2. Appreciate the strengths and weaknesses of scientific bases for practice. 3. Implement care practices based on strength of available evidence. 4. Commit to being a safety mentor and role model. 5. Demonstrate commitment to process improvement. 6. Value knowing the evidence for one's practice specialty area. 7. Commit to being an effective team member. 8. Commit to achieving the highest level of processes and outcomes of care. 9. Develop knowledge that can lead the translation of research into evidence-based practice. 10. Assess patients' understanding of their health issues and create plans with patients to manage their health. 11. Value the process of risk reduction in health systems. 12. Use quality indicators and benchmarks for improving system processes and outcomes. 13. Appreciate the physical and other barriers to patient-centered care. 14. Analyze the factors that create barriers to patient-centered care.

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	15. Accept health literacy is a problem in safe care, especially during the transition to home-based care.
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