



Value of Clinical Learning Activities in the Perioperative Setting in Undergraduate Nursing Curricula

POSITION STATEMENT

AORN advocates for the inclusion of learning activities in the perioperative setting in all undergraduate professional nursing curricula.

AORN is committed to promoting the value of clinical learning activities in the perioperative setting, but recognizes the constraints inherent in nursing curricula.

Therefore, AORN affirms the following:

- All clinical settings, including the perioperative setting, have the potential to provide opportunities in which the principles of the art and science of professional nursing can be applied; therefore, these settings should be used during the formal education of nurses. The incorporation of perioperative learning activities into existing undergraduate curricula will assist in meeting end-of-program outcomes.¹
- Perioperative nursing content and clinical skills should be taught by faculty and cooperating staff (ie, staff serving as preceptors or mentors) who are both academically prepared and clinically experienced.

RATIONALE

The perioperative setting is a prime area where the nursing process can be applied. This application can be integrated into the existing curricula of nursing programs and contribute to the desired end-of-program outcomes. The perioperative setting also is an area where there is currently tremendous emphasis on patient safety; therefore, it presents numerous opportunities to explore human factors and communication theories.

Reference

1. Think Tank on Perioperative Learning Experiences in the Nursing Curriculum, AORN and the National League for Nursing, February 2004.

Publication History

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