

DEVELOPMENT OF DELIVERY ROOM (DR) AND OPERATING ROOM (OR) CASE BOOK FOR STUDENT NURSES

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Abstract

This study, the development of case books specifically in the Operating Room (OR) and Delivery Room (DR), provides students guidelines on the data that is needed to accomplish while handling the DR and OR cases and serves as a monitoring guide on the actual experience of the students in those special areas of the hospital as a requirement of the Professional Regulation Commission (PRC) prior to taking the Nurse Licensure Examination (NLE). According to the CMO of the BSN program (CMO 15, Series 2017), the Bachelor of Science in Nursing (BSN) program consists of 22 Nursing Care Management (NCM) Professional Courses with an emphasis on nursing concepts with Related Learning Experiences (RLE) for a total of 2,703 required hours. One of the program outcomes is to apply guidelines and principles of evidence-based practice in the delivery of care in clinical practice, and the delivery room (DR) and operating room (OR) are two of the areas. The content of the case book consists of: OR scrub minor case (ODC Form 2B OR); OR scrub major case (ODC Form 2A OR); DR actual delivery case (ODC Form 1A); DR assisted case (ODC Form 1B); and DR cord care case (ODC Form 1C).

Keywords: Operating Room, Delivery Room, case book, clinical affiliation, Related Learning Experience

1. Introduction

The Bachelor of Science in Nursing (BSN) program consists of 22 nursing care management (NCM) professional courses with an emphasis on nursing concepts with Related Learning Experience (RLE). It provides an intensive nursing practicum that will refine further the nursing competencies to ensure achievement of the program outcome required at the entry level. One of the program outcomes stated in the CMO of the BSN Program is applying guidelines and principles of evidence-based practice in the delivery of care in clinical practice, and part of the areas is the delivery room (Dr) and operating room (OR). Based on the data requirements, there are at least three (3) cases (handled patient cases) required for students to accomplish, based on the data requirements as to: actual delivery, delivery assisted, and new-born given immediate care, properly supervised by the Clinical Instructor (CI). While in the OR, provide opportunities for the following intra-operative experiences: act as circulating nurse and scrub nurse in three (3) major and minor surgical cases, supervised by a qualified Clinical Instructor (CI).

Furthermore, to complete the requirements as stated in the CMO of the nursing program, the Board of Nursing of the Philippines Regulation Commission required the completion of the cases prior to taking the board examination – Nurse Licensure Examination (NLE). The said requirements are checked and scrutinized using the standard form provided by the PRC together with the dean’s undertaking.

A statement by Ahmad E. Aboshaiqah (2018) Clinical learning is an interactive network of forces which impacts learning outcomes in the real world. In this phase, the student nurses are expected to learn the basic nursing courses while they are in the academic environment. In hospitals and other health care facilities, student nurses apply relevant concepts to clinical practice with faculty or preceptors. Preceptors supervise, teach, or assist student nurses in acquiring the necessary competencies. Students are trained in the clinical area to further their learning with real patients in collaboration with other health care team members.

Clinical experiences are an integral part of nursing education that prepares student nurses to engage in "doing" as well as "knowing" the clinical principles in practice. Clinical practice encourages students to become critical thinkers and problem-solvers. The clinical environment is both complex and collective, which influences the learning outcomes of the students. Exploring the students’ clinical experiences gives insight into the education mechanism and allows instructors to enhance the students’ learning opportunities.

As said above, equipped with the rich and varied knowledge, attitudes, values, and skills in the clinical environment, the nursing students build the power within them-the confidence, strength, and stamina to face the challenges of performing hospital work.

This study was conducted to provide students guidelines on the data that they need to accomplish while handling the OR/DR cases with the proper guidance of the clinical instructor during their hospital rotation/affiliation.

Subsequently, the study started in January 2021, underwent the LSPU Review and Critique committee, and was completed and presented before the end of December 2021.

II. Methodology

This chapter presents the monitoring and assessment guide for BS Nursing students with actual handling and assistance in the DR & OR area, from the start of the hospital affiliation in the BSN II until the BSN IV level. Also, a requirement of the Professional Regulation Commission (PRC) prior to taking the Nurse Licensure Examination (NLE).

The case book is only a part of the Clinical Affiliation specifically used in the DR & OR areas because there are a number of cases of patients required by the PRC.

The contents of the case book are: the nursing care management of these specific subjects as an introduction to the casebook; intraoperative nursing management including nurse's roles and responsibilities as an OR/DR nurse and as a circulating nurse; the profile of the patients (DR & OR data); name of hospital; the signature of the nurse on duty (NOD) and Clinical Instructor; complete diagnosis of each patient and the attending physician; and a reflective summary of the student's concerns.

III. Results and discussion

The development of this case was assessed during the previous year's experiences of the proponents, whereas the clinical coordinator, she is the one who monitored the student's compliance with the completion of the cases as stipulated in the CMO and a requirement of the PRC prior to allowing them to take the nursing board examination as endorsed by the dean.

The proponents, as a clinical instructor in both special areas, observed the students to write cases that they handled during exposure in any part of their notebook, being reminded that cases were important and should be kept in proper and separate small books to avoid losing them. Furthermore, during the monitoring process as per the directive of the dean, students won't be able to submit the complete details of the cases since this has already been discussed prior to exposure.

The Case Book as Instructional Material (IM) was then forwarded to the Curriculum Instruction Development unit for further evaluation.

As expected, this was every year's issue for the students, where some of them lost the record of cases handled for reasons of misplacing or their own incompetence. This issue was conveyed to the dean and he decided to come up with the solution of developing an OR/DR case book where all the pertinent data of the patient's handling will be intact and be monitored by the proponents as Clinical Coordinator and Dean. Likewise, the proponents were both signatories in these cases to be submitted in the PRC prior to taking the board examination for nurses, the Nurse Licensure Examination (NLE).

References

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