

Redefining the future of perioperative nursing education: A conceptual framework

By Mark Dumchin

Supervisor: Dr. Mina Singh

Abstract

Perioperative nursing has been described as a technologically advanced high pace environment that constantly deals with the shortage of qualified and competent perioperative nurses. One of the proposed solutions to improve this is the development of a comprehensive Perioperative curriculum that is drawn upon student-friendly, student-oriented and student-centred frameworks that will provide better learning outcomes and hence, may contribute to attracting more nurses to this specialty. Generally speaking, the traditional education has been characterized as obsolete and futile due to its paternalistic, instructor-centred and oppressive nature rooted in bio-medical models. Therefore, creating and implementing such a curriculum is important in light of the gradual shift from traditional methods of education to alternative approaches such as web-based learning.

This paper explores both traditional and alternative approaches to perioperative nursing education and provides a detailed comparison of their theoretical underpinnings. In addition, this paper offers a conceptual framework of competence-based perioperative curriculum that was primarily generated as a result of an extensive literature review. The purpose of this review was to identify evidence based student-centred frameworks. These frameworks have been successfully implemented in many academic settings and found to be effective in achieving better learning outcomes and increased student satisfaction.

The conceptual framework, proposed in this paper, may provide a basis for the design and implementation of future perioperative and other related curricula and might inspire educators to reconsider their teaching methods and adapt innovative approaches. It can also generate ideas for future nursing research and can add valuable information to nursing scientific database.

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