



PROGRAM SYLLABUS

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Interior Health would like to recognize and acknowledge the traditional, ancestral, and unceded territories of the Däkelh Dené, Ktunaxa, Nlaka'pamux, Secwépemc, St'át'imc, Syilx, and Tšilhqot'in Nations, where we live, learn, collaborate and work together.

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Program Description

The Perianesthesia Education Program (PEP) uses a standardized, evidence informed on-line curriculum offered by Elsevier, called *ASPAN Mosby's Orientation to Perianesthesia Nursing (MOPAN)*. Additional evidence informed on-line modules are completed through the American Association of Critical-Care Nurses (AACN) Essentials of Critical Care Orientation (ECCO) and Essentials of ECG & Dysrhythmia Monitoring (ECG Dysrhythmia). PEP combines MOPAN, ECCO and ECG Dysrhythmia online curriculum with two weeks of in-class instruction/simulation, and a clinical preceptorship to help prepare nurses to provide safe and competent perianesthesia nursing care at a novice level. This will be accomplished by:

- Introducing basic topics, concepts and practice guidelines that are fundamental to perianesthesia nursing;
- Developing the specialized skills, knowledge, attitudes and judgement required to provide safe, competent and individualized care to the perianesthesia patient;
- Promoting professionalism in perianesthesia nursing.

PEP, as a funded education initiative is offered to RNs working within Interior Health (IH).

Program Learner Requirements

- Graduation from an approved School of Nursing with current practicing registration with the British Columbia College of Nurses and Midwives (BCCNM)
- Commitment to practice as per organizational policies and patient care guidelines
- Commitment to practice based on the standards established by BCCNM, and IH
- Heart & Stroke Foundation's Basic Life Support within one year

Manager, Specialty Education

The IH Manager, Specialty Education, will function as the PEP Administrator and oversee all aspects of the program, and will liaise between Elsevier and IH. The role encompasses administrative and educational support to all learners and staff involved at the various perianesthesia sites. This includes purchasing and managing PEP curriculum, as well as overseeing learner progress.

Program Information

Please contact the IH Manager, Specialty Education, at specialtyeducation@interiorhealth.ca for program inquiries.

Program Delivery

Learners will take 22 weeks to finish the program, and will receive a certificate via i-Learn upon successful completion of theory and clinical components of the program.

Note: participating in this in-house perianesthesia training will be completed via Training Line and is congruent with the sponsorship from the hired perianesthesia site. As per Article 35.05 (E) of the BCNU Collective Agreement 2019-2022 an 18-month Return of Service Agreement will be required upon program completion.

The program is divided into three parts:

1. Distance Theory Learning

- Learners are responsible to complete the (35) MOPAN, (11) ECCO and (13) ECG Dysrhythmia online modules within an 12-week period
- Unpaid study hours

2. Clinical Instruction

- 75-hour week of instructor led theory and simulation, which includes Advanced Cardiovascular Life Support (ACLS)
- **Prerequisite for participation is completion of the (35) MOPAN modules, (11) ECCO modules, and (13) ECG Dysrhythmia modules.**

3. Preceptor-Led Practicum

- 313-hour paid clinical practicum
- Provides experiential activities in perianesthesia care
- **Prerequisite is completion of 75-hour of instructor led theory and simulation.**

Program Content

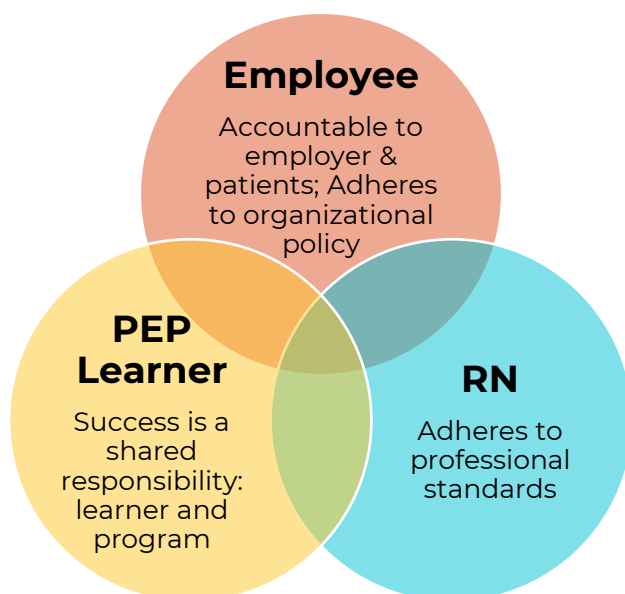
The program content is generic and applicable to all perianesthesia nursing in any facility or location. Course content includes knowledge and skills required to provide care to patients who have undergone surgery in the perianesthesia phase. The learner will gain a comprehensive understanding of the basic topics, concepts and practices fundamental to perianesthesia nursing. These concepts/topics include:

- Professionalism
- Teamwork, collaboration and communication
- Perianesthesia role
- Pre-anesthesia care
- Procedures and interventions
- Moderate anesthesia
- General anesthesia
- Regional anesthesia
- Respiratory complications (compromised airways, ventilation)
- Hemodynamic, fluid, and electrolytes
- Post-operative nausea/vomiting
- Pain and comfort
- Thermoregulation
- Trauma care
- Discharge readiness
- Special populations
- Pediatric care

Learner Role and Responsibility

Learners are expected to engage in and complete preparatory activities outside of clinical to successfully complete the program requirements. The required online modules and assigned readings are each learner's responsibility to complete.

A PEP learner is responsible to the employer, the program, and the profession:



Program Objectives

At completion of the Perianesthesia Education Program (PEP), the Perianesthesia Nurse learner is expected to achieve the following competencies, at the novice level:

1. Demonstrate the ability to practice professionally in perianesthesia practice setting;
2. Demonstrate the ability to provide safe and appropriate evidence-based patient care;
3. Demonstrate the ability to provide supportive care to patients and their families;
4. Demonstrate the ability to function as a supportive and collaborative multidisciplinary team member;
5. Demonstrate the ability to safely and competently recognize and respond to urgent and emergency situations in the perianesthesia nursing practice environment;
6. Demonstrate the ability to competently manage resources in the perianesthesia nursing practice environment.

Progress Assessment and Evaluation

Learners will be evaluated for competency based on:

Component		Criteria
Theory	ECCO Online Modules (11)	Passing mark of 80% or higher on post-tests. Must be completed by assigned deadline.
	MOPAN Online Modules (35)	Passing mark of 80% or higher on post-tests. Must be completed by assigned deadline.
	ECG Dysrhythmia Online Modules (13)	Passing mark of 80% or higher on post-tests. Must be completed by assigned deadline.
	MOPAN Final Exam	Passing mark of 80% or higher. Must be completed by assigned deadline.
	Clinical Reasoning Assignment	Passing mark of 80% or higher. Must be completed by assigned deadline.
	Perianesthesia Final Assignment	Passing mark of 80% or higher. Must be completed by assigned deadline.
Clinical Instruction Week	Checklist of skills/simulation completed	
Preceptor-led Practicum	Preceptorship log	Completed log, weekly reflections, feedback and goals: Reviewed with Preceptor, and RKC during weekly debriefs
	Nursing Practice Evaluation	Competency domain indicators reviewed with Preceptor & RKC at: - Midterm evaluation - Final evaluation

Formative Evaluation/Feedback

The purpose of formative evaluation is to make adjustment to the learning process, as needed, with the goal of improving learner achievement (Bastable, 2003). This process includes:

1. Development of and focus on learning goal(s)
2. Evaluation of where learner is in relation of goal(s)
3. Taking action to move closer to the goal(s)

Along with being provided feedback on their learning, learners will be required to seek out effective feedback from their peers, or members of the interdisciplinary team. It is important to document feedback so that it can be used in the formative learning cycle: Feedback received and sought out will assist in making goals, evaluating goals, and taking action to move toward reaching the goals.

Learning Goals

It is the responsibility of the learner to ensure that they have an understanding of and ability to create SMART learning goals. These goals will be an important aspect of nursing practice preparation, as they require self-reflection and self-evaluation of nursing practice.

Attendance

Success in the program is dependent on the learner understanding the content, and being able to practice the application of this new knowledge. It is important that learners attend all instructor-led theory and nursing practice experience.

Learners will be unable to take vacation for the duration of the program, and if they are not able to meet learning objectives in relation to sick time, they may be unsuccessful in the program. If absence is unavoidable, the learner is required to arrange dates to make up their time with the PEP Administrator, Manager, and/or Preceptor.

Confidentiality

Learners are responsible for preserving a person's right to privacy and confidentiality in both the concrete and virtual worlds, including face to face meetings, phone calls, texts, emails, and all aspects of social media. The right to privacy and confidentiality includes information and/or images of patients, other learners, hospital employees, educators and health authority personnel.

Learner Conduct

Learner conduct will be congruent with the Code of Ethics and Professional Standards:

- [Code of Ethics for Registered Nurses](#) (CNA, 2017).
- [Nurse Practitioners and Registered Nurses Professional Standards](#) (BCCNM, 2020).

Detailed PEP Breakdown

Part One: Asynchronous Theory

Objectives: to provide theoretical foundation for perianesthesia practice. *Note: indicated completion times are estimates only.*

ECCO (51.3 hours)	
Recommended Completion Order	
<ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1: Caring for Patients with Cardiovascular Disorders Part 1 (5.6 hours) <input type="checkbox"/> Lesson 2: Caring for Patients with Cardiovascular Disorders Part 2 (5.0 hours) <input type="checkbox"/> Lesson 3: Caring for Patients with Cardiovascular Disorders Part 3 (5.4 hours) <input type="checkbox"/> Lesson 4: Caring for Patients with Pulmonary Disorders Part 1 (4.5 hours) <input type="checkbox"/> Lesson 5: Caring for Patients with Neurological Disorders: Part 1 (3.8 hours) <input type="checkbox"/> Lesson 6: Caring for Patients with Neurological Disorders: Part 2 (5 hours) 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson 7: Caring for Patients with Renal Disorders: Part 1 (5 hours) <input type="checkbox"/> Lesson 8: for Patients with Pulmonary Disorders Part 2 (3.3 hours) <input type="checkbox"/> Lesson 9: Hemodynamic Monitoring of Critically Ill Patients: Part 1 (3.9 hours) <input type="checkbox"/> Lesson 10: Hemodynamic Monitoring of Critically Ill Patients: Part 2 (5.5 hours) <input type="checkbox"/> Lesson 11: Caring for Patients with Multisystem Disorders (4.3 hours) <p>Additional <i>recommended</i> ECCO modules:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Global Perspectives in the Care of the Critically Ill Patients: Part 2 (3.9 hours) <input type="checkbox"/> Caring for patients with Endocrine Disorders (5.25 hours)
MOPAN (31.5 hours)	
Recommended completion order:	
<ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1: Orientation to Perianesthesia Nursing (0.75 hours) <input type="checkbox"/> Lesson 2: ASPAN Standards (0.75 hours) <input type="checkbox"/> Lesson 3: Professional Practice (0.75 hours) <input type="checkbox"/> Lesson 4: Evidence Based Practice (0.75 hours) <input type="checkbox"/> Lesson 5: Ethics and Safety (0.75 hours) <input type="checkbox"/> Lesson 6: Legal Implications (0.75 hours) <input type="checkbox"/> Lesson 7: Quality Improvement (0.75 hours) <input type="checkbox"/> Lesson 8: Procedures and Interventions (1.0 hours) <input type="checkbox"/> Lesson 9: Preanesthesia Care: Scheduling to Day of Procedure (0.75) <input type="checkbox"/> Lesson 10: Preanesthesia: Day of Procedure (0.75 hours) <input type="checkbox"/> Lesson 11: Procedural Sedation (1.0 hours) <input type="checkbox"/> Lesson 12: General Anesthesia: Inhalation and Induction (1.0 hours) <input type="checkbox"/> Lesson 13: General Anesthesia: Muscle relaxants and Reversal (1.0 hours) <input type="checkbox"/> Lesson 14: Regional Anesthesia: Spinal (1.25 hours) <input type="checkbox"/> Lesson 15: Regional Anesthesia: Epidural (1.25 hours) <input type="checkbox"/> Lesson 16: Regional Anesthesia: Nerve Blocks and Local Anesthesia (1.0 hours) <input type="checkbox"/> Lesson 17: Respiratory Complications: Respiratory and Airway Concepts (1.0 hours) <input type="checkbox"/> Lesson 18: Respiratory Complications: Compromised Airways and Ventilation (1.0 hours) 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson 19: Hemodynamics, Fluids and Electrolytes (1.25 hours) <input type="checkbox"/> Lesson 20: Central Nervous System Complications (1.25 hours) <input type="checkbox"/> Lesson 21: Post Op Nausea and Vomiting (0.75 hours) <input type="checkbox"/> Lesson 22: Pain and Comfort: Treatment and Management of Acute Pain (1.0 hours) <input type="checkbox"/> Lesson 23: Pain and Comfort: Age and Cultural considerations, Chronic Pain and Alternate Pain Therapies (1.0 hours) <input type="checkbox"/> Lesson 24: Thermoregulation and Malignant Hyperthermia (1.0 hours) <input type="checkbox"/> Lesson 25: Trauma Care and Emergency Preparedness (1.0 hours) <input type="checkbox"/> Lesson 26: Discharge Readiness (0.75 hours) <input type="checkbox"/> Lesson 27: Perianesthesia Care Across the Lifespan (0.75 hours) <input type="checkbox"/> Lesson 28: Special Populations: Bariatric Patient and Patients with Substance Use (0.75 hours) <input type="checkbox"/> Lesson 29: Special Populations: Perinatal, Developmental, Cultural and Transgender (0.75 hours) <input type="checkbox"/> Lesson 30: Pediatric patients (0.75 hours) <input type="checkbox"/> Lesson 31: Pediatric anesthesia-general (1.0 hours) <input type="checkbox"/> Lesson 32: Pediatric anesthesia-regional (1.0 hours) <input type="checkbox"/> Lesson 33: Pediatric pain and comfort (0.75 hours) <input type="checkbox"/> Lesson 34: Pediatric complications (1.0 hours) <input type="checkbox"/> Lesson 35: Pediatric education and discharge readiness (0.75 hours)

Essentials of ECG& Dysrhythmia Monitoring (14.25hours)*	
Recommended completion order:	
Module 1: Monitoring Systems and Measurements: <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1: The Anatomy Behind the ECG (1.0 hours) <input type="checkbox"/> Lesson 2: ECG Monitoring Systems (.75 hours) <input type="checkbox"/> Lesson 3: Analyzing the ECG Rhythm Strip (1.25 hours) Module 2: Identifying Dysrhythmias <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1: Sinus Rhythm (1.25 hours) <input type="checkbox"/> Lesson 2: Atrial Rhythms (1.25 hours) <input type="checkbox"/> Lesson 3: Junctional Rhythms (1.0 hours) <input type="checkbox"/> Lesson 4: Ventricular Rhythms (1.25 hours) <input type="checkbox"/> Lesson 5: Atrioventricular Blocks (1.5 hours) <input type="checkbox"/> Exam (0.5 hours) 	Module 3: Interpreting Pacemaker Rhythms <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1: Artificial Pacemakers (0.5 hours) <input type="checkbox"/> Lesson 2: Analyzing Pacemaker Rhythms (0.5 hours) <input type="checkbox"/> Lesson 3: Identifying Pacemaker Malfunction (1.25 hours) <input type="checkbox"/> Exam (0.5 hours) Module 4: Identifying Ischemia and Infarction <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1: Recognizing ECG Signs of Ischemia and Infarction (0.5 hours) <input type="checkbox"/> Lesson 2: Identifying Areas of Ischemia and Infarction (0.75 hours) <input type="checkbox"/> Exam (0.5 hours)

* Learners who have an approved ECG Dysrhythmia course are not required to complete this theory.

Part Two: Instructor Led Classroom and Simulation

Objective: The learner will become familiar with perianesthesia assessment and emergency responses.

Part Three: Preceptor-Led Practicum

Objective: to solidify learned theory of skills related to perianesthesia foundations of practice.

Completed at Sponsored Site	Enrichment Days (as applicable to the site)
<ul style="list-style-type: none"> <input type="checkbox"/> Practicum Hours: <ul style="list-style-type: none"> <input type="checkbox"/> 88-hours, preceptor led in ICU <input type="checkbox"/> 225-hours, preceptor led in PAR, <input type="checkbox"/> Weekly preceptorship logs <input type="checkbox"/> Midterm and final Nursing Practice Evaluations 	<ul style="list-style-type: none"> <input type="checkbox"/> Day Surgery Shadow Day <input type="checkbox"/> Anesthesia Shadow Day <input type="checkbox"/> Anesthesia Assistant Shadow Day

References

Bastable, S.B. (2003). *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice* (2nd ed.). Sudbury, Massachusetts: Jones and Bartlett Publishers.

Interior Health (2018). *Workplace Environment (AU1000)*. Retrieved from:
<http://insidenet.interiorhealth.ca/infoResources/policies/Documents/Workplace%20Environment.pdf>