

THE ABC OF ANESTHESIA NURSING FOR PERIOPERATIVE NURSING STUDENTS

A tool to support learning during practical training

Marjaana Silokoski

Bachelor's Thesis
May 2012

Degree Programme in Nursing
Social Services, Health and Sports





Author(s) SILOKOSKI, Marjaana	Type of publication Bachelor's Thesis	Date 07.05.2012
	Pages 33	Language English
	Confidential () Until	Permission for web publication (X)
Title THE ABC OF ANAESTHESIA NURSING FOR PERIOPERATIVE NURSING STUDENTS - A tool to support learning during practical training		
Degree Programme Degree Programme in Nursing		
Tutor(s) PALOVAARA, Marjo		
Assigned by		
Abstract <p>The objective of this bachelor's thesis was to create a leaflet concerning anaesthesia nursing. The purpose of the leaflet is to act as a learning tool for the perioperative nursing students of Jyväskylä University of Applied Sciences. The leaflet contains the main aspects of anaesthesia nursing and the students are meant to fill in the essential information as they learn new matters. Therefore, the students are able to use the filled-in leaflet as their personal handbook in the future. This thesis is a part of project PIUHA, focus being on anesthesia nursing and especially anesthesia nursing in fast-track surgery.</p> <p>The written report focuses on learning from the point of view of nursing students. In addition, the thesis covers the main points of the process of making a leaflet. The theoretical basis for this thesis was taken from literature. The headings of the leaflet are based on literature, practical experience and the competence guidelines provided by the Finnish Association of Nurse Anaesthetists (FANA). The produce was made in two languages, in Finnish and in English.</p> <p>The leaflet has been evaluated by perioperative nursing students. The students described the leaflet as practical, good, clear and comprehensive. Based on the feedback the students are going to utilize the leaflet in their future practical trainings.</p>		
Keywords PIUHA, fast-track, perioperative nursing, anaesthesia nursing, learning, leaflet		
Miscellaneous Attached: ABC of Anesthesia Nursing leaflets in Finnish and in English		



Tekijä(t) SILOKOSKI, Marjaana	Julkaisun laji Opinnäytetyö	Päivämäärä 07.05.2012
	Sivumäärä 33	Julkaisun kieli Englanti
	Luottamuksellisuus () saakka	Verkojulkaisulupa myönnetty (X)
Työn nimi Anestesiahoiton ABC perioperatiivisen hoitotyön opiskelijoille - Väline oppimisen tueksi käytännön harjoittelussa		
Koulutusohjelma Degree Programme in Nursing		
Työn ohjaaja(t) PALOVAARA, Marjo		
Toimeksiantaja(t)		
Tiivistelmä <p>Opinnäytetyön tavoitteena oli luoda anestesiahoitotyöhön liittyvä vihko. Vihkon tarkoituksena on toimia oppimisen välineenä Jyväskylän ammattikorkeakoulun perioperatiivisen hoitotyön opiskelijoille. Vihko sisältää anestesiahoitotyön pääkohdat ja opiskelijoiden on tarkoitus täyttää vihkoon olennaiset tiedot oppiessaan uusia asioita. Tulevaisuudessa opiskelijat voivat käyttää täytettyä vihkoa omana henkilökohtaisena käsikirjanaan. Opinnäytetyö on osa PIUHA -projektia, painopisteenä anestesiahoitotyö ja erityisesti anestesiahoitotyö fast track- kirurgiassa.</p> <p>Kirjallinen raportti keskittyy oppimiseen sairaanhoidon opiskelijoiden näkökulmasta. Lisäksi opinnäytetyö sisältää pääkohdat vihkon tekoprosessista. Raportin teoreettinen pohja perustuu kirjallisuuteen. Vihkon otsikot perustuvat kirjallisuuteen, käytännön kokemukseen sekä Suomen Anestesiahoitajat Ry:n julkaisemiin osaamisvaatimuksiin. Vihko on toteutettu kahdella kielellä, suomeksi ja englanniksi.</p> <p>Vihko on arvioitu perioperatiivisen hoitotyön opiskelijoiden toimesta. Opiskelijat kuvailivat vihkoa käytännölliseksi, hyväksi, selkeäksi ja kattavaksi. Saadun palautteen perusteella opiskelijat tulevat hyödyntämään vihkoa tulevissa käytännön harjoitteluissa.</p>		
Avainsanat (asiasanat) PIUHA, fast track, perioperatiivinen hoitotyö, anestesiahoitotyö, oppiminen, vihko		
Muut tiedot Liitteenä Anestesiahoiton ABC -vihkot suomeksi ja englanniksi		

CONTENTS

1 INTRODUCTION	2
2 AIM AND PURPOSE OF THE THESIS	3
3 BACKGROUND OF THE PROJECT	3
4 LEARNING AS A STUDENT NURSE ANESTHETIST	5
4.1 Learning and learners.....	5
4.2 Learning experiences in practical training	6
5 ANESTHESIA NURSING.....	7
5.1 A nurse anesthetist.....	7
5.2 Anesthesia in fast-track surgery	8
6 THE ABC LEAFLET	10
6.1 Purpose of the ABC leaflet	10
6.2 Content of the leaflet	10
6.3 Appearance of the leaflet.....	11
6.4 Practical implementation of the leaflet.....	11
7 DISCUSSION	13
REFERENCES	15
APPENDICES.....	18
Appendix 1 Anestesiahoiton ABC (in Finnish)	18
Appendix 2 ABC of Anesthesia Nursing	26

1 INTRODUCTION

The degree programmes need to develop preparedness for constantly on-going learning. Learning through experiences during practical training enables the student to practice and develop many basic skills needed in working life. (Ruohotie 2002, 38-39.)

Universities of applied sciences need to renew their ways of teaching to meet the needs of students and their future careers. Learning is not only listening, but involves many things which are explained later on in the thesis. Learning is a process and it can be supported with different techniques and tools. The thesis covers briefly different learning types but focuses on the need and creation of a learning tool for student nurses of Jyväskylä University of Applied Sciences. The learning tool is a leaflet aimed to support learning and it focuses on anesthesia nursing care.

The thesis itself is project-oriented and does not include a study. The work contains a written report and a product in two languages, Finnish and English. The requirements concerning the text in the leaflet differ from the requirements of the thesis: in the written report the writer explains the process as a whole but the product is made to a specific group of people and the text must be composed accordingly. (Vilkkä & Airaksinen 2004, 65.) The thesis is a part of project PIUHA, thus, the thesis covers simulation, anesthesia nursing and especially anesthesia nursing in fast-track surgery.

The characteristic of an efficient development activity is the fact that the activity itself strengthens the learner's inner motivation to maintain and increase the professional competence of oneself. The learning goals guide the learner's drive to reinforce one's existing competence and to master new skills. One should be encouraged to gather new knowledge and abilities. The increased inner motivation leads to more innovative working environment. (Ruohotie 2002, 59.)

2 AIM AND PURPOSE OF THE THESIS

The purpose of this thesis was to create a learning tool for the perioperative nursing students of Jyväskylä University of Applied Sciences. The learning tool is in the form of a leaflet. It is designed to increase knowledge concerning anesthesia nursing. The aim is to support learning and to encourage the perioperative nursing students to find and collect the basic information needed in order to perform pre-, intra- and postoperative anesthesia care.

3 BACKGROUND OF THE PROJECT

Personal experience shows the need for a learning tool designed for practical training. The purpose of the tool is to support the learning process and to increase theoretical thinking during practical training period. The Finnish Association of Nurse Anesthetists (FANA) has published a list of competence requirements in order to develop the education of nurse anesthetists. The requirements act as a guideline and as a criteria for good perioperative anesthesia nursing care. The requirements have been created to support the professional growth of anesthesia nurses and nursing students. It is emphasized that a nurse anesthetist works as a part of a multi-professional team and is obliged to have good communicative skills as a representative of health care professionals. (Suomen Anestesiahoitajat Ry. Osaamisvaatimukset. 2010.)

“Nurses carry a high degree of responsibility, having to make decisions independently on many aspects of nursing. They also require an ability to tolerate stress and solve problems. They must show a particularly high degree of precision and meticulousness in their work. And, not least, they must be able to master and apply a constant stream of new technology and equipment. Continuous further education and new

knowledge are essential to maintaining their professional skills.” (Sairaanhoitajaliitto. Nursing and nurse education in Finland. 2011.)

There is definitely a need for a learning tool like this. Through my personal experience during practice placements I can point out that the nurse anesthetists working in operating theatres carry along small booklets where they gather information which is new to them in order to remember the information in the future. Based on this experience, I am convinced that the product of my thesis will be very useful amongst perioperative nursing students. The leaflet may be used later on in the working life – it will be helpful when starting the work as a registered nurse.

The Finnish Association of Nurses encourages nurses and nursing students to increase their knowledge on health care and to follow the renewing data of nursing science. The association has published ethical guidelines for nurses and nursing students:

“The nurse is personally responsible for her work. She evaluates her own and others' competence when receiving her assignments and when giving assignments to others. Professional nurse has an obligation to continuously develop her competence. --- Nurses are responsible for the expertise of their profession. They are active in developing a core of professional knowledge, and they enhance nursing education and the scientific base of nursing. The enhancement of nursing expertise should be reflected in the improved well-being of population.” (Ethical Guidelines of Nursing. Sairaanhoitajaliitto. 1996.)

The thesis is a part of project PIUHA, which focuses on computer-based learning and patient counseling in hospital environment. PIUHA's objectives are to develop patient counseling methods, to strengthen the patient counseling skills of nursing personnel and to create cooperative client

centered service model for social and health care system. PIUHA aims for shorter in-patient time and, therefore, the client's own resources should be supported. One of the results of PIUHA will be a virtual simulation programme. Consequently, there is a focus on simulation as a way of learning later on this thesis. The project is led by Jyväskylä University of Applied Sciences and it is executed between February 2011 and December 2013. This thesis will be a part of the project's knowledge base by concentrating on student's learning during practical placement, anesthesia nursing care and especially fast-track anesthesia nursing. (PIUHA 2011.)

4 LEARNING AS A STUDENT NURSE ANAESTHETIST

4.1 Learning and learners

Watkins, Carnell, Lodge, Warner and Whalley (2000, 37) state that effective learners are active and strategic. Effective learners have skills in co-operation and they are able to create goals for themselves. Additionally, it is important for students to understand their own learning in order to be more effective. (Watkins et al. 2000, 37.)

There are different types of learners, thus, different types of learning strategies are needed. Watkins et al. (2000, 20) divide learners into four groups which are activists, reflectors, theorists and pragmatists. On one hand, activists act first and think of the consequences later - they are not careful thinkers but learn by doing and experiencing. On the other hand, activists are good at brainstorming and come up with new ideas easily. Reflectors are observers and they tend to ponder. They reflect on the ideas of others and push their decision making till the very end to make sure their decision is the best possible. Theorists analyze and synthesize theories valuing rationality. Logicality is their keyword. Pragmatists are keen on trying the theories in practice and they are always ready to try new things. (Watkins et al. 2000, 20.)

4.2 Learning experiences in practical training

According to Watkins et al. (2000, 25) students experience learning differently when comparing learning in school to learning outside school. This comparison can easily be made also between nursing school and practice placement which would be a hospital in this case. Learning in school is often decontextualised but learning in a hospital has a real context. Information learnt in school tends to be second hand information whereas in hospital it is first hand information. Learning in school may be very individualistic when learning in practical training is co-operative and the experience is shared. (Watkins et al. 2000, 25.)

Practical trainings tend to be the part of nursing education, which is valued most. Nursing students cannot wait to learn clinical skills and be a part of working life. Though these practical training periods are highly expected, they can be quite scary, too. This is why nursing education has included simulation exercises into their curriculum - to provide a non-threatening and safe environment to learn and practise technical and non-technical skills in difficult situations. These simulations help the students to increase their knowledge on crisis management, team work, communication and decision making skills. By simulating the real life situations students are able to identify their learning needs, boost their confidence and increase their competence. Simulation is a valued teaching and learning method and it would be useful also for the working life to provide simulation exercises for their employees. (Murray, Grant, Howarth & Leigh 2008, 5-8; Pearson & McLafferty 2011, 399-402.

5 ANESTHESIA NURSING

5.1 A nurse anesthetist

A nurse anesthetist is an expert of perioperative nursing who acts independently while caring for the patients and at the same time he/she provides medical care based on doctor's instructions (Ministry of Education and Culture 2006, 63). Laws and regulations define the competence guidelines and frames inside of which the nurses are allowed to work. These guidelines consist of ethical thinking, decision making, health promotion, health counseling, team work, research and development, leadership, multicultural and multi-professional work, clinical nursing and medical care. (Act 559/ 1994; Decree 564/ 1994; Ministry of Education and Culture 2006.)

The role of the nurse anesthetist is complex according to the phase of operational care. During the preoperational phase the nurse anesthetist is responsible for the preoperational visit when the nurse familiarizes her/himself with the patient. This meeting is an important part of forming a nurse-patient relationship. At this point, the nurse should empower the patient to discuss about the issues concerning him/her and be an active part of his/her care (Lukkari, Kinnunen & Korte 2010, 238). The nurse anesthetist is responsible of guiding the patient and checking the background information of the patient in order to minimize risks related to the operation. The nurse anesthetist works as a pair with the anesthesiologist. Seamless cooperation is crucial for the patient's wellbeing and it requires expertise from both, the nurse and the anesthesiologist. The areas of responsibility are the preparation of anesthesia, induction, surveillance and care. The nurse anesthetists are also obliged to act as mentors for new employees and students. (Tengvall 2010, 9-10.)

The most important parts of anesthesia nursing are medical care and fluid management. A very good knowledge on pharmacology as well as on anatomy and physiology is expected from the nurse anaesthetist. She/he has to master documentation, communication and team work. A good nurse

anesthetist is always aware of what goes on in the operation room and perceives the intraoperative care as a whole. A holistic care is the result of an efficient team work. (Tengvall 2010, 108.)

5.2 Anesthesia in fast-track surgery

Fast-track surgery is a form of surgery which is developed in order to shorten the in-patient time in the hospitals. Fast-track surgery aims to quicker recovery time by certain changes in the perioperative care. These changes are included in every stage of perioperative care: preoperative, intraoperative and postoperative stages. Usually the patient for elective surgery is supposed to fast overnight before the operation in order to reduce the risk of aspiration. This fasting may cause dehydration which plays a significant role in the slower postoperative recovery. Diminishing dehydration also postoperative pain and nausea are evidently reduced. Thus, in fast-track surgery the patient is allowed to drink clear fluids up to two hours before the operation without compromising the intubation, in other words, without increasing the risk of aspiration. (Kitching & O'Neill, 2009, 39.)

Intraoperative management focuses on minimizing the stress response to the surgery. One major factor increasing the stress response is intraoperative hypothermia. When minimizing the risk of hypothermia by warming devices and warm intravenous fluids also the stress response is reduced. Opioids should be used with careful consideration because opioids have the tendency to lengthen the recovery time after the operation. Thus, short-acting anesthetics and analgesic agents are favoured when performing fast-track surgery. In the point of view of rapid postoperative recovery and effective pain relief, thoracic epidural anesthesia should be considered if the surgery is localized to abdomen. It allows early mobilization and decreases the need for the use of opioids. (Kitching et al. 2009, 40-41.)

Kitching and O'Neill (2009, 40) discuss the importance of an efficient perioperative fluid management. They state that 'liberal' fluid administration may minimize the postoperative symptoms, such as, nausea, vomiting, dizziness, drowsiness and additionally, shorten the in-patient time. Though the 'liberal' fluid management has many positive outcomes, there is a risk of overhydration which might lead to pulmonary and cardiac dysfunction among other problems. It is suggested, that the best outcomes are achieved by carefully and individually planned goal-directed fluid therapy. (Kitching et al. 2009, 40-41.)

Postoperative nausea and vomiting (PONV) should be taken into consideration already in the preoperational care by avoiding dehydration. Intraoperationally PONV is decreased by efficient fluid management and choosing short-acting anesthetics and pain reliefs, avoiding opioids. Possible PONV can be treated with antiemetics. By reducing the use of opioids not only postoperative nausea is decreased but also early postoperative mobilization is increased. Therefore, the length of ileus and the loss of muscle tone are decreased. This leads to better circulation and faster wound healing. (Kitching et al. 2009, 39-42.)

6 THE ABC LEAFLET

6.1 Purpose of the ABC leaflet

The ABC of Anesthesia Nursing leaflet is going to be carried out to enhance learning during the final practical training period of the Degree Programme in Nursing. The leaflet is aimed for the students of perioperative nursing. The students will gather information and document the data into the leaflet, which is a good way to memorize new information. It is a tool for learning and it can be used as a means of guidance between the practical training supervisor and the student. Thus, the leaflet will be beneficiary for both the school and the hospital, as well as for the student.

The ABC of Anesthesia Nursing is created in a way which is usable for all kinds of learners. Different types of learning strategies can be applied to the leaflet and it can be utilized as a notebook, a handbook and as a reminder. The leaflet is conducted in Finnish and in English in order to serve both Finnish and international nursing students.

6.2 Content of the leaflet

The leaflet is designed according to the criteria created by FANA, The Finnish Association of Nurse Anesthetists which is a member of IFNA International Federation of Nurse Anesthetists. The criteria is based on the objectives of IFNA, such as to develop and promote educational standards and the standards of practice in the field of anesthesia nursing. (About IFNA, International Federation of Nurse Anesthetists.)

When creating a product it is crucial to define a target group. This helps the author to compose the content in a manner which is suitable for that group in order to achieve the goal of useful material and the full understanding of it. The author has to consider the knowledge base of that certain group and

design the product based on his/her own knowledge about the target group and common sense. (Pesonen 2007, 3.)

6.3 Appearance of the leaflet

The leaflet, named The ABC of Anesthesia nursing or in Finnish *Anestesiahoidon ABC*, is size A6, in order for it to be carried in the pocket of the covering uniform worn in the operating theatre during practical training. The leaflet is designed to work as a notebook, thus, it's layout is simple and clear. The first page contains introduction and instructions for use. The second page holds the table of content, which helps the student to find needed information even in a hurry. The most important issues concerning anaesthesia nursing are presented as sections and headings, which are then cut in smaller parts in order to provide a very efficient, yet simple base for a self-written handbook.

The leaflet is going to be handed for the students as a PDF-file with printing instructions. The students will print the file as two-sided papers which are then cut, placed in the right order and stapled together. It is recommended to cover the leaflet with plastic to make it more durable.

6.4 Practical implementation of the leaflet

The layout was planned carefully as I had to take into consideration the readability, simplicity and practicality. Special attention was focused on the flow of the content to make sure it is logical and one does not need to go back and forth while looking for needed information. I used a layout programme called Scribus to create the leaflet and turned it into a PDF-file.

Piloting was carried out in December 2011 with perioperative nursing students, who were performing their final practical training. However, I did not receive any feedback from them. Finally, the leaflet was evaluated by

perioperative nursing students during a workshop and feedback was given immediately. The students described the leaflet as useful, practical, good and clear. Their thoughts were that the leaflet should be given to the students already during the first practical training in order to start making notes from early on and continuing it during later trainings as their knowledge deepens. Only one feedback was on the negative side: there was a question why the leaflet did not have a separate section for the recovery nursing care. The recovery nursing care is actually covered throughout the leaflet - the leaflet contains headings such as Notes on postoperative care, Pain management, Antiemetics, Perioperative thermoregulation and so forth. All these mentioned parts of anesthesia nursing are also parts of postoperative care given in the recovery room.

7 DISCUSSION

I had a clear picture of the leaflet long before this thesis was started. The idea came to me after performing my practical training in the Central Hospital of Central Finland, Autumn 2007. I noticed that nurse anesthetists carried small leaflets in their pockets in which they had gathered information concerning anesthesia nursing. They had handwritten them, adding information through the years. Needless to say, the leaflets were quite messy and disorganized and took a lot of effort for them to find the exact piece of information they were looking for. This gave me the idea of a well organized and logically flowing leaflet which would eventually become a handbook of my own.

The most challenging parts of this process was deciding which viewpoints I would use in the thesis. For example, learning as a subject is huge and literature is full of different perspectives on it. There are numerous learning theories, types, strategies and philosophies and one can perceive learning through psychology, from the learner's perspective or from the teacher's point of view. I decided to approach learning from the nursing student's perspective and keep the matter simple and relative. In addition, the making of the leaflet was difficult because there does not exist anything similar which would have given me tips for the creating process.

The process of making this bachelor's thesis took a lot longer than I had planned. The leaflet itself was finished already in November 2011. It was given to perioperative nursing students to be piloted during their practical placement but I did not receive any feedback from them. It is clear, that I should have given clear instructions on feedback and also a form with simple questions on it. That time I only requested feedback via e-mail. The second time when students got to evaluate the leaflet was more successful. Based on that feedback I made a conclusion that I did not need to change anything about the leaflet.

The implementation could have been more practical, but with current resources it was not possible. The ideal situation would be that students would receive a leaflet which was printed on quality paper, thus, the leaflet would be more durable and it would be easier to use. Hopefully the leaflet will act as a good learning tool and gain positive feedback among the perioperative nursing students.

This thesis can act as an inspiration for future studies and dissertations made in the field of nursing. It would be interesting to find out how the ABC of Anesthesia Nursing has served the perioperative nursing students of Jyväskylä University of Applied Sciences. The leaflet could be a base for other leaflets or similar kinds of learning tools concerning, for example, critical care or pediatric nursing.

REFERENCES

Act on Health Care Professionals 559/ 1994. [Http://www.finlex.fi/en/laki/kaannokset/1994/en19940559.pdf](http://www.finlex.fi/en/laki/kaannokset/1994/en19940559.pdf).

Anestesia sairaanhoitajan osaamisvaatimukset. (Competence requirements for Nurse Anesthetists.) Suomen Anestesia sairaanhoitajat Ry. 2010. Accessed on 11 September 2011. [Http://www.sash.fi/](http://www.sash.fi/), yhdistys, osaamisvaatimukset.

Decree on Health Care Professionals 564/ 1994. [Http://www.finlex.fi/en/laki/kaannokset/1994/en19940564.pdf](http://www.finlex.fi/en/laki/kaannokset/1994/en19940564.pdf).

Ethical Guidelines of Nursing. 1996. Sairaanhoidajaliitto. Accessed on 11 September 2011. [Http://www.sairaanhoidajaliitto.fi](http://www.sairaanhoidajaliitto.fi), Sairaanhoidajan työ ja hoitotyön kehittäminen, Sairaanhoidajan eettiset ohjeet.

International Federation of Nurse Anesthetists. n.d. Accessed on 10 September 2011. [Http://ifna-int.org/ifna/news.php](http://ifna-int.org/ifna/news.php), About IFNA.

Kitching, A. J. & O'Neill, S. S. 2009. Fast-track surgery and anaesthesia. Continuing Education in Anaesthesia, Critical Care and Pain 9, 2, 39-43. Accessed on 1 May 2012. [Http://ceaccp.oxfordjournals.org/content/9/2/39.full.pdf+html](http://ceaccp.oxfordjournals.org/content/9/2/39.full.pdf+html), Oxford Journals.

Lukkari, L., Kinnunen, T. & Korte, R. 2010. Perioperatiivinen hoitotyö. WSOYpro.

Ministry of Education and Culture. 2006. Ammattikorkeakoulusta terveydenhuoltoon. Koulutuksesta valmistuvien ammatillinen osaaminen, keskeiset opinnot ja vähimmäisopintopisteet. Opetusministeriön työryhmämuistioita ja selvityksiä 2006:24.

Murray, C., Grant, M. J., Howarth, M. L. & Leigh, J. 2008. The use of simulation as a teaching and learning approach to support practice learning. *Nurse Education in Practice* 8, 5-8. Accessed on 5 April 2012. [Http://jamk.fi/kirjasto](http://jamk.fi/kirjasto), Nelli-portal, Cinahl.

Nursing and Nurse Education in Finland. Finnish Nurses Association. 2011. Accessed on 11 September 2011. [Http://www.nurses.fi/](http://www.nurses.fi/), Nursing and Nurse Education in Finland.

Pearson, E. & McLafferty, I. 2011. The use of simulation as a learning approach to non-technical skills awareness in final year student nurses. *Nurse Education in Practice* 11, 6, 399-405. Accessed on 1 May 2012. [Http://jamk.fi/kirjasto](http://jamk.fi/kirjasto), Nelli-portal, Cinahl.

Pesonen, E. 2007. Julkaisijan käsikirja. Porvoo: WS Bookwell

PIUHA - Computer based learning and patient counseling in hospital. Jyväskylä University of Applied Sciences. 2011. Accessed on 4 May 2012. [Http://www.jamk.fi/projektit/1234](http://www.jamk.fi/projektit/1234).

Ruohotie, P. 2002. Oppiminen ja ammatillinen kasvu. Juva: WS Bookwell.

Tengvall, E. 2010. Leikkaus- ja anestesiahoitajan ammatillinen pätevyys. Kyselytutkimus leikkaus- ja anestesiahoitajille, anesthesiologeille ja kirurgeille. Dissertation, University of Eastern Finland, Department of Health Sciences. Accessed on 25 November 2011. [Http://epublications.uef.fi/pub/urn_isbn_978-952-61-0226-9/urn_isbn_978-952-61-0226-9.pdf](http://epublications.uef.fi/pub/urn_isbn_978-952-61-0226-9/urn_isbn_978-952-61-0226-9.pdf), UEF Electronic Publications.

Vilka, H. & Airaksinen, T. 2004. Toiminnallinen opinnäytetyö. Jyväskylä: Tammi.

Watkins, C., Carnell, E., Lodge, C., Wagner, P. & Whalley, C. 2000. Learning about learning - resources for supporting effective learning. Great Britain: TJ International Ltd.

REFERENCES USED IN THE LEAFLET

Aitkenhead, A. R., Smith, G. & Rowbotham, D. J. 2007. Textbook of Anaesthesia. 5th edition. Netherlands: Elsevier.

Lukkari, L., Kinnunen, T. & Korte, R. 2010. Perioperatiivinen hoitotyö. WSOYpro.

Tulostusohje:

Tulosta yksi sivu kerrallaan.

Käännä paperi joka toisen sivun jälkeen,
jotta saat tulosteesta kaksipuoleisen.

Leikkaa katkoviivan kohdalta, asettele
sivut numerjärjestykseen ja nido yhteen.
Halutessasi päällystä muovilla saadaksesi
kestävämmän vihkon.

TEKIJÄ Marjaana Silokoski

JAMK

Jyväskylän Ammattikorkeakoulu

LÄHDEKIRJALLISUUS

Aitkenhead, A. R., Smith, G. & Rowbotham,
D. J. 2007. Textbook of Anaesthesia.
5th edition. Elsevier.

Lukkari, L., Kinnunen, T. & Korte, R. 2010.
Perioperatiivinen hoitotyö. WSOYpro.

ANESTESIAHOIDON ABC

Nimi: _____



JYVÄSKYLÄN
AMMATTIKORKEAKOULU

Omat muistiinpanot

Sisältö

- 3 Anestesiahoitopolku
- 5 A B C
- 7 Kanylointivälineet,
Intubaatiivälineet
- 8 Nestehoito
- 9 Sedaatio
- 10 Kivunlievitys
- 11 Puudutukset
- 15 Antibioottiprofylaksia
- 16 Lääkeaineiden yhteensopivuus
- 17 Verivalmisteiden käyttö
- 18 Perioperatiivinen lämmönsäätely
- 19 Yleisanestesia
- 23 Fast Track -hoitomalli
- 24 Crash induktio
- 25 Elvytys
- 27 Omat muistiinpanot

JOHDANTO

Anestesiahoiton ABC on tehty Sinulle, perioperatiivisen hoitotyön opiskelija.

Anestesiahoiton ABC:n tarkoituksena on tukea oppimistasi käytännön harjoittelun aikana sekä toimia muistivihkona aloittaessasi työskentelyn perioperatiivisen hoitotyön parissa. Voit käyttää vihkoa osaamisesi arvioinnissa myös ohjaajasi kanssa.

Kokoa valmiiden otsikoiden alle olennaista tietoa – kirjoita muistisääntöjä, kaavoja sekä avainsanoja, joiden avulla luot vankan perustan tietotaidollesi anestesiahoitajana.

1

30

Anestesiahoitopolku

Preoperatiivisessa hoidossa huomioitavaa

Omat muistiinpanot

3

28

A - Airway
B - Breathing
C - Circulation

Ilmatien turvaaminen

Aikuisen painelu-puhalluselvytys

Lapsen painelu-puhalluselvytys

5

26

Kanylointivälineet

Crash induktio

Intubaatiovälineet

7

24

Omat muistiinpanot

Intraoperatiivisessa hoidossa
huomioitavaa

Postoperatiivisessa hoidossa
huomioitavaa

27

4

Elvytyslääkkeet ja annostelu

Hengitys

Aikuiset

Lapset

Verenkierto

25

6

Sedaatio

Yleisanestesian lopetuksessa
käytettäviä lääkkeitä

Relaksaation kumoaminen

Potilaan seuranta

Pahoinvoinnineläkkeitä

9

22

Puudutukset

Spinaalipuudutuksen valmistelu,
tarvittavat välineet

Yleisanestesian induktiolääkkeitä
sekä annostelu

Seurantalaitteet

11

20

Fast Track -hoitomalli anestesiassa

Nestehoito

Perusnesteet

Korvaavat nesteet,
nestetäyttö

23

8

Yleisanestesian ylläpitolääkkeitä

Kivunlievitys

Potilaan seuranta

21

10

Epiduraalipuudutuksen valmistelu,
tarvittavat välineet

Perioperatiivinen lämmönsäätely

Seurantalaitteet

13

18

Antibioottiprofylaksia

Lääkeaineiden yhteensopivuus

Yleisimmät antibiootit,
laimennokset ja annostelu

Epäsopivat lääkeyhdistelmät

15

16

Yleisanestesia

Yleisanestesian muodot

- I -
- II -
- III -

Monitorointi, seurantalaitteet

19

Spinaalissa käytettävät lääkkeet

Spinaalipuudutukseen liittyvät erityishuomiot

12

Verivalmisteiden käyttö

Potilaan seuranta

17

Epiduraalissa käytettävät lääkkeet

Epiduraalipuudutukseen liittyvät erityishuomiot

14

Printing instructions:

Print one page at a time.

Turn the paper after every other page
in order to get a two sided paper.

Cut along the dotted line, arrange
the pages accordingly and staple together.

Cover with plastic to make the leaflet
more durable.

AUTHOR Marjaana Silokoski

JAMK

Jyväskylä University of Applied Sciences

REFERENCES

Aitkenhead, A. R., Smith, G. & Rowbotham,
D. J. 2007. Textbook of Anaesthesia.
5th edition. Elsevier.

Lukkari, L., Kinnunen, T. & Korte, R. 2010.
Perioperatiivinen hoitotyö. WSOYpro.

THE ABC OF ANESTHESIA NURSING

Name: _____



JAMK UNIVERSITY OF APPLIED SCIENCES

Notes

Content

- 3 Patient pathway in anesthesia nursing
- 5 A B C
- 7 Canulation equipment,
Intubation equipment
- 8 Perioperative fluid therapy
- 9 Sedation
- 10 Pain management
- 11 Regional anesthesia
- 15 Antibiotic prophylaxis
- 16 Drug compatibility
- 17 Blood transfusions
- 18 Perioperative thermoregulation
- 19 General anesthesia
- 23 "Fast track" care model
- 24 RSI – Rapid sequence induction
- 25 Resuscitation
- 27 Notes

INTRODUCTION

Notes

The ABC of Anesthesia Nursing is made for You, perioperative nursing student.

It's purpose is to support Your learning during practical training. You can use it as a notebook when You start working as a perioperative nurse. You may use it for assessing Your skills with Your mentor.

Gather relevant information under the headlines – write down guidelines, patterns and keywords which help You to create a solid basis for Your know-how as a nurse anesthetist.

1

30

Patient pathway in anesthesia nursing

Notes

Notes on preoperative care

A - Airway
B - Breathing
C - Circulation

Securing airway

Cardiopulmonary resuscitation

Adults

Children

5

26

Canulation equipment

RSI - Rapid Sequence Induction

Intubation equipment

7

24

Resuscitation medicines, distribution

Breathing

Adults

Children

Circulation

Sedation

Medicines used in the end of
anesthesia

Reversal of relaxation

Monitoring

Antiemetics

9

22

Regional anesthesia

Medicines used in the induction
of anesthesia

Spinal anesthesia, needed equipment

Monitoring

11

20

Fast-track care model
in anesthesia nursing

Perioperative fluid therapy

Basic maintenance fluids

Fluids for replacing blood loss

23

8

Medicines used in the maintenance
of anesthesia

Pain management

Monitoring

21

10

Epidural anesthesia, needed equipment

Perioperative thermoregulation

Monitoring

13

18

Antibiotic prophylaxis

Drug compatibility

Most commonly used antibiotics,
dilutions and dosing

Inappropriate medicine combinations

15

16

General anesthesia

Forms of general anesthesia

- I -
- II -
- III -

Monitoring, Equipment

Drugs used in spinal anesthesia

Special notes

Blood transfusions

Monitoring

Drugs used in epidural anesthesia

Special notes