



Background

- Robotic-assisted surgery has become increasingly prevalent in modern healthcare, it is essential for nursing professionals to possess foundational knowledge and clinical competency in supporting the use of robotic technology.
- A hands-on educational opportunity was implemented to review important aspects of the robot to ensure safe patient care.
- An unhurried and nonthreatening atmosphere enhanced staff participation and engagement.
- A positive educational activity may enhance learning and retention of the information.

Planning

- A Robotic Steering Committee was formed and consisted of surgeons, nurse managers and education specialists.
- The committee discussed the need for additional education for staff.
- An instructor Led Training Class was developed by the Perioperative Clinical Educator and was entered into the hospital's Learning Management System.(LMS)
- Flyers were distributed to the Surgical Services Patient Care Managers of the campuses who do robotic surgeries.
- All Perioperative staff, especially those with little or no robotic surgery experience were encouraged to sign up for the activity in the LMS.
- The Symposium was developed at minimal cost to the network.
- All disposable items used during the class were either expired or damaged.
- A list of equipment and supplies were developed by the education and the robotic specialists.
- It took the Steering Committee three months of planning prior to the go live date.

Goals

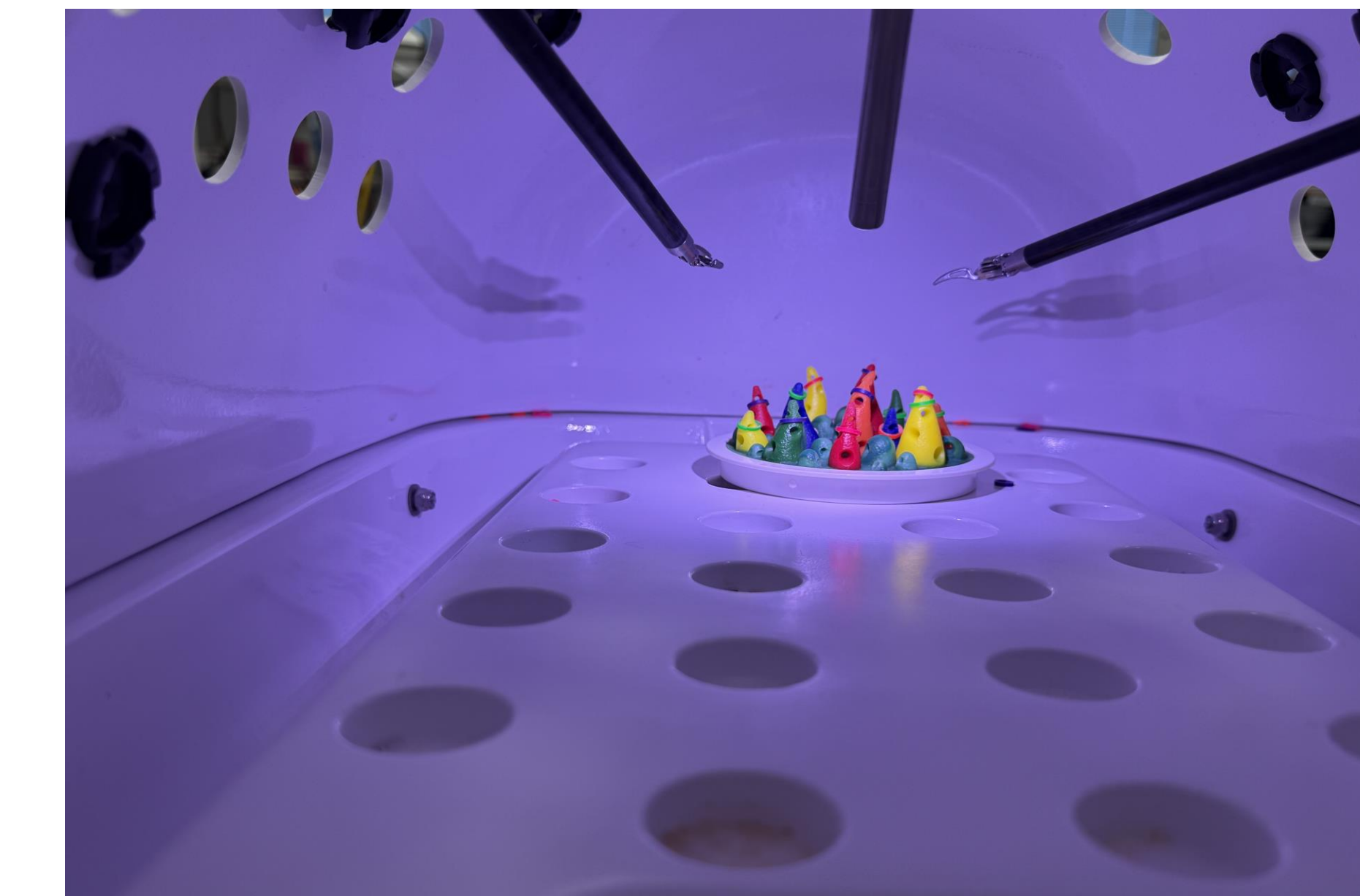
- By the conclusion of the activity the participants will gain confidence and proficiency in their role within the robotic surgical environment.
- By the conclusion of the activity the participants will identify the major components and the functionality of the robot.
- By the conclusion of the activity the participants will demonstrate proper instrument loading and draping of the robot.
- During of the activity the participants will practice troubleshooting common robotic issues.
- The overall goal to this education was to increase the comfort and competence of the Registered Nurses and Surgical Technologists when the robot is used on off hours and weekends.

Implementation

- This educational activity included 4 hours of instruction and hands on experiences.
- The 4-hour day consisted of:
 - Docking and undocking practice of the robot under supervision.
 - Performing a simulated instrument exchange safely.
 - Applying sterile technique while draping the robotic arms
 - Practicing emergency undocking procedures
- The education focused on Registered Nurses and Surgical Technologists.
- The education was provided by a robotic specialist and the Perioperative Clinical Educator.

Evaluation

- A brief online Post Event Survey was completed by the participants.
- The participants verbalized both positive and negative aspects of the activity.
 - "I enjoyed how the information was taught to us. It was simplified and taught to us for the sake of nursing and how we use the robot. But at the same time, we got to see how the surgeons use it and got plenty of hands-on time with it. This was very eye opening on the future of robotics surgery."
 - "Having the time 1:1 for someone to answer questions I had"
 - "Hands on training with the robot."
 - "Use drapes that have not been opened especially for people who never draped the robot before. Learning with drapes that are already open is confusing."
 - "Maybe more real-life scenarios/specific case examples included? Like how to set up for a robotic GYN case or a robotic colorectal case etc. from a nurse or someone who is experienced in setting up these cases? Maybe even like a "simulation" of a case with participants taking over different roles like circulator, scrub, surgeon, etc."



Dissemination

- The success of this educational endeavor spread quickly. The safety of our patients is our number one priority.
- This instruction and hands on method of teaching could be used to teach other specialties.
- Each event would have to be created based on the needs and recommendations of that specialty.
- Future events may include but not limited to Neurology, Cardiac and Thoracic surgery specialties.

References

- Jack S, Li MN, Conway A. Implementation of a blended-Learning Perioperative Nursing Education Program in Canada. AORN April 2024; 119(4): 248-260.
- Ward L, Gordon A, Kirkman A. Innovative Education Strategies in the Perioperative Setting. AORN Journal. February 2024;119(2):120-133.