

# The Roy Adaptation Model: The Key to Student Success in the Operating Room



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## INTRODUCTION

The Roy Adaptation Model (RAM) is the foundation of nursing education at Mount Saint Mary's University Los Angeles (MSMULA). Sister Callista Roy's nursing theory is based on assumptions that individuals are bio-psycho-social beings who are in constant interaction with a changing environment. Although the RAM is a framework for nursing practice, MSMULA nursing students linked it to their success in meeting the goals of a perioperative nursing practicum.

During an eight-week academic-practice partnership elective, students discussed their clinical experiences during post-conferences. Their reflections led them to realize that their achievements in meeting the program goals were attributed to being able to effectively adapt to learning in the fast-paced, dynamic operating room (OR) environment and within its unique milieu.

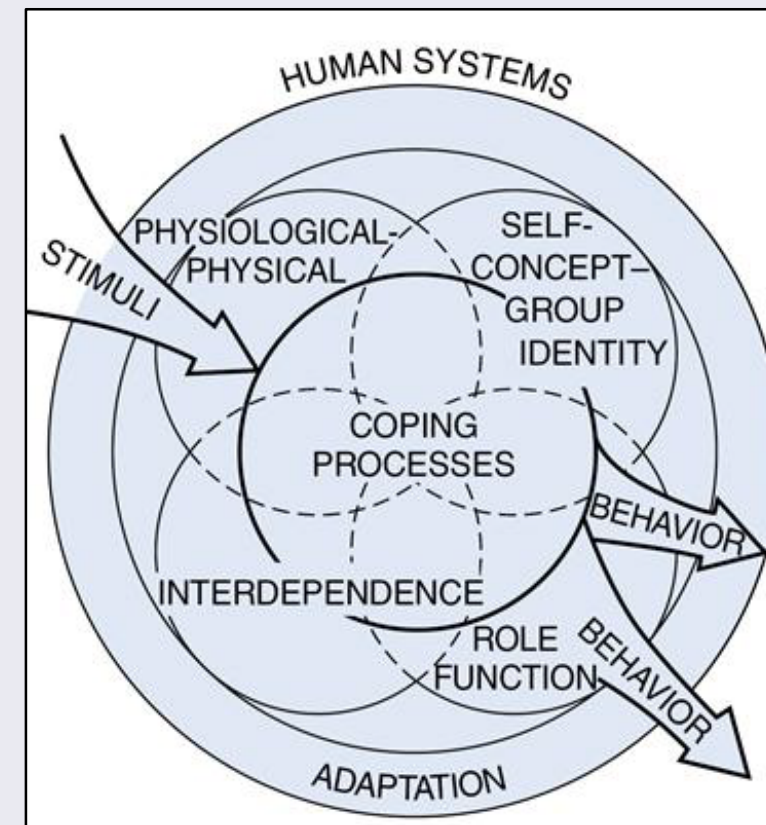
## DESCRIPTION OF TEAM

Students' customary expectations of clinicals were transformed upon entering the perioperative unit. The usual peer presence and support was substituted with unfamiliar surgical teams. Rapid adaptation to this new environment was essential. The students found support in academic structures as well as from many members of the clinical team who were eager to share knowledge and advocate for student learning.

### PERIOPERATIVE PRACTICUM MULTIDISCIPLINARY TEAM

- Nursing Students – BSN Seniors
- Perioperative Clinical Educators,
- Perioperative Clinical Nurse Specialist
- Scrub Nurse/Technician Preceptors
- Circulating Nurse Preceptors
- Surgeons: Residents, Fellows, Attending
- Anesthesia Providers
- Hospital Nursing Leadership
- Unit-based Nurse Leaders
- Dean of Nursing
- Director of Clinical Placement
- Perioperative Nursing Faculty

## THE ROY ADAPTATION MODEL



Without initially realizing it, the students used the RAM nursing process to maximize their experience. Students shared their reactions, thoughts and feelings (behaviors) and explained the reasons behind them (stimuli). In experiencing these behaviors and stimuli, they informally identified their bio-psycho-social state (e.g., anxious).

The students shared strategies to cope with the identified behaviors and stimuli. These interventions aligned with Roy's four adaptive modes and allowed the students to positively respond to this new and incomparable clinical opportunity.

## ASSESSMENT & INTERVENTIONS

### ROY ADAPTATION MODEL NURSING PROCESS

ASSESSMENT	DIAGNOSES & GOALS	INTERVENTIONS – ADAPTIVE MODES
<p><b>BEHAVIOR</b></p> <p>Verbalization of:</p> <ul style="list-style-type: none"> <li>○ Knowledge deficit</li> <li>○ Anxiety</li> <li>○ Lack of confidence</li> <li>○ Fatigue</li> </ul> <p><b>STIMULI</b></p> <p><u>Focal</u></p> <p>Perioperative nursing practicum elective</p> <p><u>Contextual</u></p> <ul style="list-style-type: none"> <li>○ New teams</li> <li>○ OR environment</li> <li>○ Specialty skills</li> <li>○ Instruments</li> <li>○ Equipment</li> <li>○ Early hours</li> </ul> <p><u>Residual</u></p> <ul style="list-style-type: none"> <li>○ Performance expectations</li> <li>○ Employment</li> </ul>	<p><b>DIAGNOSES</b></p> <ul style="list-style-type: none"> <li>○ Knowledge deficit related to perioperative nursing practice (environment, skills, standards, policies and procedures).</li> <li>○ Anxiety related to unfamiliar environment and teams.</li> <li>○ Lack of confidence related to new role.</li> <li>○ Fatigue related to early hours, extended periods of standing and learning new concepts.</li> </ul> <p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate ability to apply theory to practice.</li> <li>○ Assimilation into OR culture and multidisciplinary team.</li> </ul>	<p><b>PHYSIOLOGICAL</b></p> <ul style="list-style-type: none"> <li>○ Increase sleep</li> <li>○ Use of compression socks</li> <li>○ Adjustment in pattern of hydration</li> <li>○ Change in diet</li> </ul> <p><b>SELF-CONCEPT</b></p> <ul style="list-style-type: none"> <li>○ Pre-clinical preparation</li> <li>○ Active participation in post-conference discussions</li> <li>○ Solicit preceptor feedback</li> <li>○ Increase independent functioning</li> </ul> <p><b>ROLE FUNCTION</b></p> <ul style="list-style-type: none"> <li>○ Introduce self during timeout</li> <li>○ Communicate clinical objectives and goals</li> <li>○ Active participation</li> </ul> <p><b>INTERDEPENDENCE</b></p> <ul style="list-style-type: none"> <li>○ Engagement in peer support</li> <li>○ Utilize mentor and preceptor support</li> <li>○ Communicate with interdisciplinary team</li> </ul>

## EVALUATION - OUTCOMES

By living the RAM, MSMULA nursing students exceeded expectations and met the goals of the perioperative immersion elective. By the end of the program, the students were able to perform in the scrub role nearly independently in complex specialty cases. Additionally, the students experienced professional growth in teamwork and collaboration by forming connections with interdisciplinary team members.



## IMPLICATIONS

This exemplar has multifaceted implications for perioperative nursing practice. It illustrates how a theoretical nursing model can facilitate student success in the OR. OR educators and clinical staff can apply this framework to better understand the holistic needs of novice learners. Valuable insight gained from aligning theory to practice within the complex, highly technical environment of the OR may provide research opportunities to study its impact on recruitment and retention, improvements in perioperative nursing care, and optimization of measurable patient outcomes. After reflecting upon their immersion experience, the MSMULA nursing students identified that the Roy Adaptation Model supported their successful learning and enculturation into the OR environment.

## REFERENCE

Roy, C. (2009). *The Roy Adaptation Model* (3rd ed.). Pearson.