



PROGRAM SYLLABUS

Adapted from Vancouver Coastal Health's Program Syllabus, Regional Perioperative Education Program
Revised by Michelle Jamison, Regional Knowledge Coordinator, GI Endoscopy, 2024



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

Table of Contents

| | |
|---|----|
| Program Description | 3 |
| Program Outcomes..... | 3 |
| Program Facilitation | 3 |
| Learner Requirements..... | 4 |
| Learner Role and Responsibility | 4 |
| Learner Conduct..... | 5 |
| Confidentiality..... | 5 |
| Attendance | 5 |
| Formative Evaluation/Feedback | 6 |
| Learning Goals..... | 6 |
| Program Delivery | 6 |
| Program Content..... | 7 |
| Progress Assessment and Evaluation..... | 8 |
| Theory Schedule | 9 |
| Learner Resources..... | 10 |
| Detailed Course Outline | 12 |
| References..... | 17 |

Program Description

The Regional Perioperative Education Program (RPEP) - GI Endoscopy uses a standardized, evidence informed on-line curriculum offered by the Association of Registered Nurses (AORN), called *Periop 101 ASC and Periop 202: GI Procedures*. This curriculum is offered throughout British Columbia (BC), contributing to a standardized provincial GI endoscopy education program, along with provincial continuity of care and portability of practice. RPEP GI Endoscopy combines AORN's *Periop 101 and 202* online curriculum, PHSA Endoscopy Modules, a certification in Moderate Sedation Administration and ECG Monitoring, with a skills lab and clinical preceptorship to help prepare nurses provide safe and competent GI endoscopy, at a novice level. This will be accomplished by:

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

RPEP-GI Endoscopy, as a funded specialty education initiative, is offered to both RNs and LPNs working within Interior Health (IH). Although RPEP-GI Endoscopy content is the same for both disciplines, it is expected that each designation will limit their practice of theory and skills learned relative to the scope of practice and IH practice standards.

Program Outcomes

Upon completion of the RPEP – GI Endoscopy Program, the learner is expected to achieve the following competencies, **at the novice level**:

1. Demonstrate the ability to practice professionally in the endoscopy nursing practice settings.
2. Demonstrate the ability to provide safe and appropriate evidence-informed patient care in the assisting and medication administration roles.
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 recognize and respond to urgent and emergent situations in the endoscopy nursing practice environment safely and competently.
6. Demonstrate the ability to competently manage resources in the endoscopy nursing practice environment.

Program Facilitation

The IH Manager, Specialty Education, will function as the RPEP Administrator to oversee all aspects of the program, and will liaise between AORN and IH. The role encompasses administrative and educational support to all learners and staff involved at the various perioperative sites, including purchasing, and managing AORN seats. Please contact the IH Manager, Specialty Education, for program inquiries: specialtyeducation@interiorhealth.ca

Regional Knowledge Coordinators (RKC)s will function as a support to learners throughout their RPEP GI Endoscopy experience and oversee learner progress. The role encompasses RPEP - GI development, implementation, delivery, and evaluation, as well as assigning and managing AORN seats.

Learner Requirements

RPEP, as a funded specialty education initiative, is offered to both RNs and LPNs working within Interior Health (IH). Although RPEP content is the same for both disciplines, it is expected that each designation will limit their practice of theory and skills learned, relative to scope of practice and IH practice standards.

Registered Nurses

- Graduation from an approved School of Nursing with current practicing registration with the British Columbia Nurses and Nurse Practitioners (BCCNM)
- One year recent acute medical/surgical experience (1800 hours) or an equivalent combination of education, training, and experience
- Commitment to practice per organizational policies and patient care guidelines
- Commitment to practice based on the standards established by BCCNM, Operating Room Nurses Association of Canada (ORNAC), and IH

Licensed Practical Nurses

- Graduation from a recognized program for Practical Nurses with full practicing licensure with the British Columbia Nurses and Nurse Practitioners (BCCNM)
- One year recent acute medical/surgical experience (1800 hours) or an equivalent combination of education, training, and experience
- Commitment to practice per organizational policies and patient care guidelines
- Commitment to practice based on the standards established by BCCNM, Operating Room Nurses Association of Canada (ORNAC), and IH

Learner Role and Responsibility

Learners are expected to engage in and complete preparatory activities outside of clinical to successfully complete the program requirements.

A RPEP GI Endoscopy learner is responsible to the employer, the program, and the profession:



Learner Conduct

Learner's conduct will be congruent with the following:

- Canadian Nurses Association (CNA). (2017). [Code of Ethics for Registered Nurses](#)
- British Columbia College of Nurses and Midwives (BCCNM). (2020). [Licensed Practical Nurses: Professional Standards](#).
- British Columbia College of Nurses and Midwives (BCCNM). (2020). [Nurse Practitioners and Registered Nurses: Professional Standards](#).
- Operating Room Nurses Association of Canada (ORNAC) (2021). *The ORNAC Standards, Guidelines, and Position Statements for Perioperative Registered Nurses* (15th ed.).
- Interior Health [Workplace Environment Policy \(AU1000\)](#). (2022).
- Interior Health [Hand Hygiene Administrative Policy \(AH0700\)](#). (2020).
- Interior Health [Clinical Practice Standard & Procedure: Dress Code - OR Staff and Visitors \(SS10200\)](#). (2016)

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.

Attendance

Success in the program is dependent on the learner's understanding the content and being able to practice the application of this new knowledge. It is important that learners attend all labs 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 you are sick, please complete the following:

1. Call the [Employee Absence Reporting Line \(EARL\)](#) (1-855-264-9515)
2. Contact your manager and specialtyeducation@interiorhealth.ca to reschedule your missed shift.
3. Contact your RKC by text or phone to ensure they are aware of your absence.
4. Contact your preceptor by text or phone to ensure they are aware of your absence.

If you have to go home sick part way through your shift, please complete the following:

1. Inform your preceptor and email your sponsoring manager and specialty education.
2. Contact your RKC by text or phone call.

The RKC and learner will then work with the site to arrange an additional shift(s) in-lieu of the missed shift(s).

Formative Evaluation/Feedback

The purpose of formative evaluation is to collect information which will be used to improve and adjust a program, with the intention of enhancing the learner's achievement (Baht and Baht, 2019). This process includes:

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

Along with being provided feedback on their learning, students will be required to seek out effective feedback from 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

The [Professional Development Goal Plan \(PDGP\)](#) is an Interior Health tool available to learners and staff to use to **assess skill and ability, facilitate continuous improvement, and set career goals**. The PDGP identifies strategies for the learner to achieve goals. The PDGP may be used individually or as a collaborative process to strategize ways to achieve learner goals, signed off by the learner and a designate support person (e.g., educator, mentor, manager). It is recommended for all healthcare professionals to re-evaluate and revise their plan at least once a year.

Program Delivery

Students will complete the AORN modules, Island Health Endoscopy Modules, Moderate Sedation Certification, ECG monitoring certification, and required readings in twelve weeks via an on-line distance format. They will then attend a 37.5-hour skills lab at a designated IH site, followed by participating in a preceptor-led practicum at their hired or arranged site. The skills lab will be held at sites employing a Clinical Practice Educator or a Regional Knowledge Coordinator, who will teach this portion of the curriculum.

Theory

Students responsible to complete AORN Foundations of Endoscopy, Island Health Endoscopy Modules, moderate sedation certification course, ECG monitoring certification, and required readings at their own pace within a 12-week period

(Unpaid study hours)

Skills Lab

Hands-on education, observation, and simulation experience

37.5 paid hours

Prerequisite is completion of the on-line theory modules, assignments, and required readings

Practicum

Provides experiential activities in all 3 phases of gastroenterology care (pre-, intra, & post-procedure)

7 weeks or 262.5 paid hours

Prerequisite is completion of skills lab checklists

Program Content

The program content provides foundational perioperative principles applicable to GI Endoscopy nursing in any facility or location. Course content includes knowledge and skills required to provide care to patients having endoscopic screening or interventions during the pre-procedure, intra-procedure, and post-procedure periods. The student will gain a comprehensive understanding of the basic topics, concepts, and practices fundamental to gastroenterology nursing. These concepts/topics include:

- Professionalism
- Teamwork, collaboration, and communication
- Role of the endoscopy team members
- Safe use of equipment, including use of endoscopes, electrical surgical units, ultrasound machines
- Safe practice knowledge: Occupational health and safety, routine safety precautions, fire safety & latex allergies
- Patient assessment
- Role of the nurse in care of the sedated or anesthetized patient
- Patient transfer and positioning
- Endoscopic instruments
- Decontamination and sterilization
- Specimens
- Role of the endoscopy nurse in emergency situations and exceptional clinical events
- Ethical, moral, and legal issues specific to gastroenterology nursing
- Pre- and post-procedure patient care

Indigenous Cultural Safety, Cultural Humility and Anti-Racism

On Feb. 25, 2022, the new *Indigenous Cultural Safety, Cultural Humility, and Anti-racism* practice standard came into effect for all nurses and midwives in the province. This standard was developed by BCCNM in partnership with the College of Physicians and Surgeons of BC. The two colleges have created a series of educational videos, to support nurses, midwives, physicians, and surgeons to understand and apply the new standard.

In addition to the outlined program content, learners are expected to review the following videos in an effort to support our collective cultural humility journey: [Indigenous cultural safety, cultural humility and anti-racism \(bccnm.ca\)](#).

Learners must inform RKC via email once all videos have been viewed.

Gender-Affirming Care

Developed in partnership by UBC CPD and Trans Care BC, this 60-90 minute online continuing medical education course is designed for physicians, nurse practitioners, and nurses in BC. By understanding trans and gender diverse health issues and considerations for care, health care providers will then have the knowledge and skills to implement the Gender-Affirming Framework to improve the care of gender diverse patients.

Learners are expected to complete this online course for health care providers: [Gender-Affirming Primary Care](#).

1. Follow the link to the course and select “Register”
2. Login in or create a new account
3. Complete the course registration process
4. Complete the course as instructed to claim your certificate

Learners must submit a certificate of completion via email to RKC.

Progress Assessment and Evaluation

Learners will be evaluated for competency based on the following:

| | Component | Criteria |
|------------------|---|--|
| Theory | AORN Periop 101 Modules | Passing mark of 80% or higher |
| | AORN Periop 202 Modules | Passing mark of 80% or higher |
| | PHSA Endoscopy Modules | Completed with post-tests of 80% or higher |
| | Moderate Sedation Certification | Certificate Achieved – email to instructor |
| | ECG Interpretation Certificate (RN Only) | Certificate Achieved |
| | Anatomy Assignment | Passing mark of 80% or higher |
| | Common GI Disorders Assignment | Passing mark of 80% or higher |
| | Principles of Hemostasis Assignment | Passing mark of 80% or higher |
| | Indigenous Cultural Safety, Cultural Humility, and Anti-Racism Videos | Successfully completed – email sent to RKC |
| | Gender-Affirming Primary Care Course | Certificate achieved – email certificate to RKC |
| | Skills Lab | |
| | Skills Lab Checklist Completed | Complete and signed by instructor |
| Practicum | | |
| | Validation of Hours | Complete and returned to RKC |
| | Nursing Practice Evaluation | Competency domain indicators reviewed with Preceptor &/or Instructor at: <ul style="list-style-type: none"> – Midterm evaluation – Final evaluation *must meet all relevant competency domain indicators at final evaluation |
| | Preceptorship Procedures and Skills Checklist | Complete and returned to RKC |

Theory Schedule

| | |
|---|---|
| Week 1 | AORN Periop 101 modules and corresponding required readings 1. Professionalism 2. Organizational Influences & Outcomes |
| Week 2 | 3. Environmental Cleaning 4. Patient Safety |
| Week 3 | 5. Assessment 6. ASC Preoperative Patient Care |
| Week 4 | 7. Transmissible Infection Prevention 8. Anesthesia |
| Week 1-4 modules and required readings must be completed. | |
| Week 5 | 9. Surgical Specimens 10. ASC Postoperative Patient Care |
| Week 6 | AORN Periop 202 modules and corresponding required readings 11. Introduction 12. Anatomy 13. Indications and Procedural Interventions 14. Preoperative Care |
| Week 7 | 15. Operating Room Procedures 16. Intraoperative Care 17. Postoperative Care 18. Endoscopes |
| Week 8 | PHSA Endoscopy Modules and corresponding required readings 19. Endoscopy Anatomy and Conditions 20. Endoscopy Procedures <input type="checkbox"/> Indigenous Cultural Safety, Cultural Humility, and Anti-Racism Videos <input type="checkbox"/> Gender-Affirming Primary Care Course <input type="checkbox"/> Anatomy Assignment |
| Week 5-8 modules, assignment and required readings must be completed. Week 8 course completion certificates and assignment must be submitted to RKC. | |
| Week 9 | 21. Endoscopes 22. Nursing Technique 23. Endoscopy Instruments |
| Week 10 | 24. Electrosurgery in Endoscopy <input type="checkbox"/> Common GI Disorders Assignment |
| Week 11 | <input type="checkbox"/> Principals of Hemostasis Assignment Moderate Sedation Course |
| Week 12 | ECG Interpretation Course Review materials and finish required readings |
| Week 9-12 modules, videos, certificates, and assignments must be completed and submitted to RKC to be permitted to begin Skills Labs. | |

Learner Resources

Interior Health

RPEP GI – TeamSite

- Access via: [RPEP GI - Teamsite](#)
- Provides access to program documents and assignments for duration of RPEP GI, as well as additional educational resources

IH and Site Policies/Practices

- Access via: [InsideNet](#) and/or refer to your site

AORN

P101 Modules and P202 Modules

- Access via: [AORN](#)
- On-line access for 6 months
- Includes a 1-year membership to AORN (Journals, electronic newsletters, AORN *Guideline Essentials*)
- *AORN Student Resource Centre (link embedded in student start-up guide)*

PHSA Learning Hub

Island Health Endoscopy Modules

- Access via: [Island Health Endoscopy - LearningHub](#)

***Note: There are some links within these modules that do not work for IH employees. These links are not a part of Interior Health's course and will not be subject to testing*

Dysrhythmia Education Course

[Dysrhythmia Education Course - LearningHub \(phsa.ca\)](#)

Dysrhythmia Competency Test

[Dysrhythmia Competency - LearningHub \(phsa.ca\)](#)

Moderate Sedation

National Sedation Center

- Access via: [National Sedation Center](#)
- Instructions for how to create an account are in the Welcome Letter

SGNA

Society of Gastroenterology Nursing Association

- Access via: [Standards of Clinical Nursing Practice in Gastroenterology](#)

Readings***AORN Guidelines for Perioperative Practice***

- Access via: [AORN Guidelines](#)

ORNAC Standards, Guidelines, and Position Statements for Perioperative Registered Nurses

- Can be accessed only via the InsideNet at [CSA Group](#), search “ORNAC”.

Society of Gastroenterology Nurses, Inc., Gastroenterology Nursing: A Core Curriculum

- Access via: [IH Library Services](#) (hardcopy)

Additional Resources***Elsevier Clinical Skills***

- Access via: [Skills \(elsevierperformancemanager.com\)](#)

UpToDate

- Access via: [Evidence-Based Clinical Decision Support System - UpToDate](#)
- Resource for looking up procedures, and associated risks/complications

Detailed Course Outline

| # | Modules | Required Readings |
|--------------------------|---|---|
| AORN P101 Modules | | |
| 1. | Student Start up Guide Introduction to the Perioperative Nursing Data Set | |
| 2. | Professionalism | ORNAC Standards, Guidelines & Position Statements – Section 1: Practice Standards and Competencies o “Practice Standards and Competencies” Pg. 47-70 |
| 3. | Organizational Influences & Patient Outcomes | |
| 4. | Environmental Cleaning | AORN Guidelines for Perioperative Practice; Environmental Cleaning |
| 5. | Patient Safety | |
| 6. | Assessment | ORNAC Standards, Guidelines & Position Statements – Section 3: Management of Perioperative Care: “Surgical Safety Checklist” Pg. 229-231 |
| 7. | ASC Preoperative Patient Care | |
| 8. | Transmissible Infection Prevention | AORN Guidelines for Perioperative Practice; Hand hygiene AORN Guidelines for Perioperative Practice; Transmission-Based Precautions |
| 9. | Anesthesia | AORN Guidelines for Perioperative Practice; Moderate Sedation/Analgesia Guideline AORN Guidelines for Perioperative Practice; Moderate and Deep Sedation Analgesia UptoDate: Adverse Events Related to Procedural Sedation for Gastrointestinal Endoscopy in Adults (Tip, if you make an UptoDate profile from an IH computer it will save your history for quick reference – and you can use the app on your phone) |
| 10. | Specimens | ORNAC Standards, Guidelines & Position Statements – Section 3: Management of Perioperative Care: Specimen Management Pg. 326-330 |
| 11. | ASC Postoperative Patient Care | |

| # | Modules | Required Readings |
|--------------------------|--|---|
| AORN P202 Modules | | |
| 12. | Introduction | SGNA Standards of Clinical Nursing Practice and Role Delineations; Standards of Clinical Nursing Practice |
| 13. | Anatomy | Layers of the Gastrointestinal Tract Histology |
| 14. | Indications and Procedural Interventions | <p>AORN Guidelines for Perioperative Practice; Upper Endoscopy</p> <p>AORN Guidelines for Perioperative Practice; PEG Tube Placement</p> <p>AORN Guidelines for Perioperative Practice; Endoscopic Ultrasound</p> <p>AORN Guidelines for Perioperative Practice; Endoscopic Mucosal Resection</p> <p>AORN Guidelines for Perioperative Practice; Colonoscopy/Flexible Sigmoidoscopy</p> <p>UptoDate: Endoscopic Removal of Large Colon Polyps</p> <p>UptoDate: Overview of Colon Polyps</p> <p>UptoDate: Endoscopic Removal of Large Colon Polyps</p> <p>BC Cancer CPS Colonoscopy Standards Pg. 1 -31 (Bowel preparation quality scale)</p> <p>UptoDate: Meckel's Diverticulum</p> <p>UptoDate: Crohn's Disease and Medical management of moderate to severe Crohn disease in adults</p> <p>UptoDate: Ulcerative colitis in adults and Management of moderate to severe ulcerative colitis in adults</p> <p>UptoDate: Causes of Upper GI Bleeding in Adults</p> <p>UptoDate: Flexible Bronchoscopy</p> <p>AORN Guidelines for Perioperative Practice; Bronchoscopy</p> |

| # | Modules | Required Readings |
|---|----------------------------------|---|
| 15. | Preoperative Care | |
| 16. | Operating Room Procedures | |
| 17. | Intraoperative Care | |
| 18. | Postoperative Care | |
| 19. | Endoscopes | <p>AORN Guidelines for Perioperative Practice; Flexible Endoscopes</p> <p>AORN Guidelines for Perioperative Practice; Flexible Endoscopes - Reprocessing</p> <p>Elsevier Clinical Skills; Flexible Endoscope Care and Maintenance</p> <p>AORN Guidelines for Periop Practice; Where should flexible endoscopes be stored?</p> |
| Island Health Endoscopy Modules | | |
| 20. | Endoscopy Anatomy and Conditions | <p>UptoDate: Portal Hypertensive Gastropathy</p> <p>UptoDate: Angiodysplasia of the Gastrointestinal Tract</p> <p>UptoDate: Causes of Upper GI Bleeding in Adults</p> |
| 21. | Endoscopy Procedures | <p>UptoDate: Overview of Gastrointestinal Motility Testing</p> <p>AORN Guidelines for Perioperative Practice; Capsule Endoscopy</p> <p>AORN Guidelines for Perioperative Practice; Esophageal Manometry</p> <p>UptoDate: ERCP</p> <p>AORN Guidelines for Perioperative Practice; ERCP</p> <p>Elsevier Clinical Skills; ERCP</p> |
| 22. | Endoscopes | |
| 23. | Nursing Technique | |
| 24. | Endoscopy Instruments | UptoDate: Chromoendoscopy |
| 25. | Electrosurgery in Endoscopy | |
| AACN Essentials of ECG and Dysrhythmia Modules | | |

| # | Modules | Required Readings |
|---|---|--|
| 26. | Introduction | |
| 27. | Monitoring Systems and Measurements | |
| 28. | Identifying Dysrhythmias | |
| 29. | Introduction to Interpreting Pacemaker Rhythms | |
| 30. | Introduction to Identifying Ischemia and Infarction | |
| National Sedation Center – Moderate Sedation Certification Modules | | |
| 31. | Introduction and Pre-Test | |
| 32. | Adult Moderate Sedation | Interior Health Procedural Sedation Toolkit; Procedural Sedation Toolkit |
| 33. | Pharmacology | Fentanyl IH Monograph Midazolam IH Monograph |
| 34. | Post-Test | |

| Additional Resources | |
|-----------------------------|--|
| Required Readings | |
| | Society of Gastroenterology Nurses, Inc. (2019) <i>Gastroenterology Nursing: A Core Curriculum</i> , 6 th ed. USA: Society of Gastroenterology Nurses; - Chapter 31: Complications and Emergencies pg. 477-486 |
| | ORNAC Standards, Guidelines & Position Statements - Section 3: Management of Perioperative Care: “Medication and Solution Management” pg. 321-326 |
| | Society of Gastroenterology Nurses, Inc. (2019) <i>Gastroenterology Nursing: A Core Curriculum</i> , 6 th ed. USA: Society of Gastroenterology Nurses; - Chapter 28: Hemostasis and Tumor Ablation pg. 423-439 |
| Required Videos | |
| | Hemospray YouTube Instruction Video |
| | Endoscopic Treatment of Upper Gastrointestinal Ulcer Bleeding - YouTube |
| | Ligation of Esophageal Varices - YouTube |
| Optional Resources | |
| | EpinePHRINE IH Monograph |
| | Glucagon IH Monograph |

| Additional Resources | |
|----------------------|--|
| | BC Cancer Colonoscopy Reporting Form |
| | UCSF Center for Colorectal Surgery: Colon Cancer |

References

British Columbia College of Nursing Professionals (BCCNM) (2022). *Professional Standards for Nurses and Nurse Practitioners*. Retrieved from: <https://www.bccnm.ca/RN/ProfessionalStandards/Pages/Default.aspx>

British Columbia College of Nurses and Midwives (BCCNM) (2022). *Professional Standards for Licensed Practical Nurses*. Retrieved from: <https://www.bccnm.ca/LPN/ProfessionalStandards/Pages/Default.aspx>

Canadian Nurses Association (2017). *Code of Ethics for Registered Nurses and Licenced Practical Nurses*. Retrieved from: <https://cna-aiic.ca/en/nursing/regulated-nursing-in-canada/nursing-ethics>

European Journal of Business and Social Sciences (2019). *Formative and Summative Evaluation Techniques for Improvement of Learning Process*. Retrieved from: [\(PDF\) Formative and Summative Evaluation Techniques for Improvement of Learning Process \(researchgate.net\)](#)

Interior Health (2022). *Workplace Environment (AU1000)*. Retrieved from: <http://insidenet.interiorhealth.ca/infoResources/policies/Documents/Workplace%20Environment.pdf>

Interior Health (2016). *Clinical Practice Standard & Procedure: Dress code for OR Staff and Visitors (SS10200)*. Retrieved from <http://insidenet.interiorhealth.ca/clinical/Documents/Dress%20Code%20-%20OR.pdf>

Interior Health (2022). *Professional Development Goal Plan*. Retrieved from: <http://insidenet.interiorhealth.ca/education/clinicaled/Documents/Learning%20Plan.pdf>

Operating Room Nurses Association of Canada (ORNAC) (2021). *The ORNAC Standards, Guidelines, and Position Statements for Perioperative Registered Nurses* (14th ed.).

Society of Gastroenterology Nurses and Associates (SGNA) (2014). *Standards of Clinical Nursing Practice and Role Delineations* [Practice Standard]. Retrieved from: https://www.sgna.org/Portals/0/Education/PDF/Standards-Guidelines/SGNA_StandardsofClinicalNursingPractice_2014_Final.pdf

Society of Gastroenterology Nurses, Inc. (2019) *Gastroenterology Nursing: A Core Curriculum*, 6th ed. USA: Society of Gastroenterology Nurses.