Crisis in competency:

Evaluating bedside performance in undergraduate BSN nursing students.

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Objectives

• By the end of this presentation the learner will:
  – Recognize current state of new graduate nurse practice readiness
  – Discuss challenges that face new graduate nurses
  – Review Nursing Practice Integration Assessment concept
  – Understand current NPIA data
  – Synthesize recommendations and interventions
  – Summarize the Standardized Education Modules
What do we know

Julie Siemers DNP MSN RN
New Graduate Readiness

- 2005 – 35% of new grads were practice ready (del Bueno, 2005)
- 2017 – only 23% of new grads were practice ready (Kavanagh & Szweda, 2017)
- Preventable medical errors are the 3rd leading cause of death in this country (James, 2013; and Makary & Daniels 2016)
- Failure to Rescue (acts of omission) are due to lack of clinical reasoning and critical thinking (Herron, 2018)
- IOM urges accrediting bodies to require nursing students to demonstrate clinical competencies (IOM, 2010)
- Moments of recognition are the links in the chain of survival
What Do We Know?

- Students struggle with critical thinking and clinical reasoning
- Clinical judgement – move from concept to application
- Have difficulty putting together clinical data
  - Assessment
  - History
  - Labs
  - Pertinent patient presentation (verbal and nonverbal)
Nurse Practice Integration Assignment

Cynthia Gorham, DNP, MSN Ed., MSA, RN
NPIA

• Assess individual student practice readiness
• Scenarios leveled across curriculum
• Standardized rubrics
• Faculty assessment and feedback
• Student self-reflection
NPIA Format

- Report
- Room and medical record orientation
- Timed assessment
- Return report
- Documentation
Evidence

Mona Beerbower, MSN, BSIE, RN
Areas of Difficulty
Students who have performed all 3 NPIA’s

- Improvement: 21%
- Unimproved: 79%
Outcomes

- Anecdotal Data- New grads feeling more prepared
- Quantitative Data – based on remediation – generalize the six points on remediation (remediation check boxes)
- NPIA - gaps in skill and ability to think like a nurse identified (medication safety, communication, assessment)
Recommendations

Allen Perez, MSN Ed., RN
What do we do with the data?

• Standardized Education Modules – Unfolding Case Studies (measure skill level and thinking ability)
  – Vital signs as assessment data
  – Sterile technique
  – Blood administration and transfusion reactions
  – Hypovolemia due to hemorrhage
  – Neurological assessments
Recommendations

• Validation of the NPIA tool
  – Further study the efficacy, validity, and reliability

• Engage in research that closes the Theory to Practice Gap

• Develop strategies that strengthen student clinical judgment abilities

• Collaborate with clinical partners

• Publish and disseminate findings
References


