

Nursing Education Research Conference 2020

Bridging the Gap to Practice Readiness: An Active Learning Strategy for Teaching Failure to Rescue

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Purpose: Improve Practice Readiness of nursing students

Methods: Introduction of an active learning strategy and post activity survey tool

Results: The project/work is ongoing, however thus far, results are positive

Conclusion: Students indicated increased awareness of the complications that precipitate failure to rescue and patient safety.

Abstract

A nursing student's preparation to safely enter the high stakes fast paced world of professional practice is dependent on their clinical education (Madhavanpraphakaran, Shukri & Blachandran, 2014). The ever widening gap between nursing graduates and their ability to implement safe patient care is an educational failure in preparation-to-practice and impacts the ability of healthcare facilities to provide safe and reliable client care (Kavanagh and Szweda, 2017). According to Beischel and Davis (2014) deficiency in clinical competence of new graduate nurses is statistically significant. This deficiency is concerning considering competent nursing professionals influence positive client outcomes. According to Kavanagh & Szweda (2017) the failure of educators to provide deep level learning opportunities to nursing students has accelerated this crisis in competency. To improve practice readiness, an active learning clinical project was introduced to the advanced medical surgical students. The project included a video case study on patient care and answering a set of guided questions, developed cooperatively by didactic and clinical faculty. The clinically guided questions are based on the video case study and related to failure to rescue, communication, patient safety, and changes in healthcare practices. Students then created a 30-minute interactive presentation and help educate other students about safe patient care based on the assigned case study. The grading rubric and post activity survey tool were developed to evaluate student perceptions regarding the learning acquired and to objectively evaluate the assignment. Students indicated increased awareness of the complications that precipitate "failure to rescue", patient safety, medical errors and communication. Strategies to prevent negative patient outcomes were recognized and application of these approaches were discussed during the student presentations. The dynamics of failure to rescue is analyzed by the students to facilitate learning for future practice, prevention and patient safety measures. The goal of nursing education is to prepare capable student nurses, therefore their training should include ways to practice and develop competency (Shin, Sok, Hyun & Kim, 2014). Active learning strategies have been identified to help students gain understanding beyond the memorization level and allow for application of knowledge for more meaningful learning (Kim, Speed & Macaulay, 2019).

Title:

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Keywords:

Active Learning, Failure to Rescue and Practice Readiness

Abstract Summary:

The activity includes a video case study and answering a set of guided questions. Students then create a 30-minute interactive presentation to help educate other students about safe patient care based on their assigned case study.

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