



Increasing Student Competence and Clinical Confidence Using a Multimodal Approach

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SKILLS COMPETENCY

First level nursing students are often overwhelmed with the demands of nursing school. They are taught introductory clinical skills that are basic to a solid foundation for clinical practice. To increase competency, confidence and continuity between all instructors, including adjuncts, and decrease student anxiety; the course team developed a multimodal approach to ensure student success.

Increased competencies: The students are required to pass a mid-semester skills check-off. Skills included for competency validation are subcutaneous administration, intramuscular administration, indwelling urinary catheter, and sterile wet-to-moist dressing change. Skill competency is assured before patient contact.

Increased confidence: Success with mid-semester check-offs increases student confidence in the clinical setting.

Increased continuity: Numerous faculty members and adjuncts increase the occurrences of discrepancies in skills validation. This results in student confusion. Use of a standardized skill procedure form by all instructors for validation of skills enhances consistency between observations.

Decreased anxiety: Students report high levels of anxiety with check-offs and in the clinical setting when performing skills. Skills validation by positive success at check-offs lowers anxiety.

MULTIMODAL APPROCHES



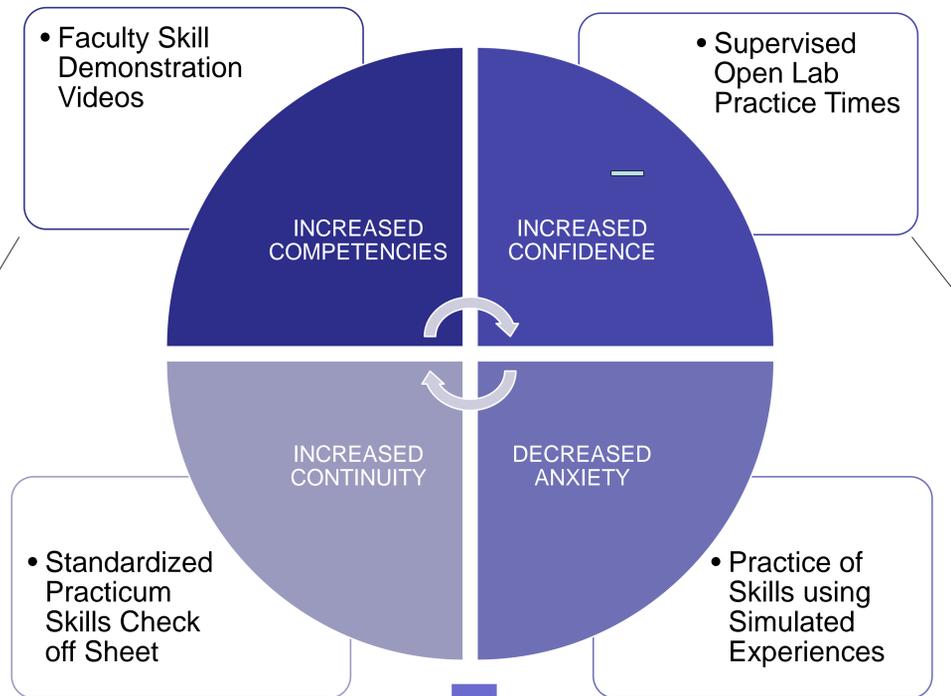
Faculty Skill Demonstration Videos

Each lab practicum skill was demonstrated and videotaped by a seasoned faculty member. These videos provide a resource that the student can access at anytime with an internet connection. The videos reinforce the skills learned in lab. Promotion of continuity between instructors and students is enhanced by a single, correct skills procedure for validation in check-offs.



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DIAGRAM OF SUPPORT FOR SUCCESS



• Faculty Skill Demonstration Videos

• Supervised Open Lab Practice Times

• Standardized Practicum Skills Check off Sheet

• Practice of Skills using Simulated Experiences



Supervised Open Lab Practice Times

The students had access to many open lab times supervised by faculty or lab personnel to practice the practicum skills. This extra time afforded opportunities to acquire reinforcement of correct technique or remediation for incorrect techniques.

Practice of Skills using Simulated Experiences

Simulated case studies were developed to improve the students' psychomotor aptitudes. The experiences provide opportunities for critical thinking with faculty guidance. Important safety procedures were demonstrated by the students when giving medications including the "5 Rights."

Standardized Practicum Skills Check Off Sheets

Each lab practicum skill is incorporated into a standardized check-off form with specific evaluation criteria including critical behaviors. The check-off forms stipulate the steps of the skill and the grading criteria. Both the students and faculty have matching expectations for a passing score.

SUCCESS

STUDENT COMMENTS

105 students were surveyed via BB assignment about their experiences utilizing the various modalities. They were asked if they accessed the skills videos produced by the faculty and if they thought the videos contributed to their success.

Ninety-four percent of the responding students accessed the online videos. Student comments regarding the faculty skills demonstration videos included:
"It was helpful to see what was expected of us and reduced anxiety."
"It clarified areas I had doubt."
"Yes, every clinical instructor said different steps/order, so I thought they provided consistency."

Eighty-six percent of students stated that the demonstration videos reduced their level of anxiety about check-offs.

Eighty-two percent of students attended an open lab session for practice of skills outside of scheduled course lab time. Students comments included:

"Yes, time to watch/help others and practice on my own."
"Gave me hands on practice and peer involvement in teaching the proper procedure."
"No, but I wish I did." [comments from a student who did not attend an open lab]

FUTURE RECOMMENDATIONS

The skills demonstration videos must follow the check-off procedures exactly. The fundamental principles are consistent between lab sessions and between faculty. Students know what is expected to validate the skills during check-offs. The faculty are encouraged to stress the importance of the fundamental principles of safety and sterility in response to dynamic clinical situations.

References:
 Jeffries, P.R., Rew, S. & Cramer, J.M. (2002). A comparison of student-centered versus traditional methods for teaching basic nursing skills in a learning laboratory. *Nursing Education Perspectives*, 23(1), 14-19
 McNett, S. (2012). Teaching nursing psychomotor skills in a fundamentals lab: A literature review. *Nursing Education Perspectives*, 33(5), 328-333.
 Salyers, V.L. (2007). Teaching psychomotor skills to beginning nursing students using a web-enhanced approach: A Quasi-Experimental Study. *International Journal of Nursing Education Scholarship*, 4(1), 1-12.

Student Name: _____ Date: _____
 Faculty: _____ Start Time: _____
 Finish Time: _____

TEXAS WOMAN'S UNIVERSITY
 COLLEGE OF NURSING DALLAS CENTER

N3005: Concepts and Clinical Competencies
 Lab Practicum Checklist - Case Study 3

Student Evaluation Criteria	2	1	0	Comments
A. Insulin Administration				
1. Determine the patient's morning blood glucose level before administration of insulin.				
2. Check MAR for the insulin order.				
3. Obtain the correct medication (refer to the MAR), syringe/needle.				
4. Select the correct syringe and needle based on the patient data.				
5. Perform hand hygiene. Mix the vial of medication.				
6. Clean the top of each vial with alcohol before inserting the needle each time.				
7. Prepare medication after rechecking the correct medication vials: Inject air into vials using correct sequence.				
8. Prepare medication: Withdraw correct amounts of each drug into the syringe using correct sequence (no air bubbles present).				
9. Recap needle using one-handed method.				
10. Verbalize and perform the 5 rights of medication administration. Identify the patient by asking his/her name and checking the patient's armband (DOB/MRN) with the MAR for accuracy.				
11. Explain procedure to patient.				
12. Put on clean gloves.				
13. Position patient for the injection in the abdomen.				
14. Select an appropriate subcutaneous site. Clean the site with alcohol using a circular motion (center moving outward).				
15. Remove the needle cover without contaminating the needle.				
16. Insert the needle through the skin and into the subcutaneous tissue using the				

Texas Woman's University
 College of Nursing
 Medication Administration Record (MAR)

Patient: Agatha Caldwell
 DOB: 07/29/1933 MRN: 12357
 Date: _____ ALLERGIES: Iodine, Adhesives, ASA

Medication/ Dosage/Route/Frequency	0700 - 1500	1500-2300	2300-0700
Metoprolol (Lopressor) 25mg po q am Hold for systolic BP < 100	0900		
gentamicin sulfate (garamycin) 50 mg po once daily		1400	
furosemide (Lasix) 40mg po BID	0900	1600	
albuterol (Ventolin) 2 puffs po q4-6h	1100	1700	0500
famotidine (Pepcid) 20mg po q am	0900	2300	
methylprednisolone (Methylpred) 5mg po BID	0900	2100	
aspirin (Bayer) 81mg po qam	0900		
potassium chloride (K-Dur) 20mEq po BID	0900	1600	

Name/Title Initials Name/Title Initials