

Background

Clinical competency⁸ includes psychomotor, affective, and cognitive skills taught throughout programs of study.

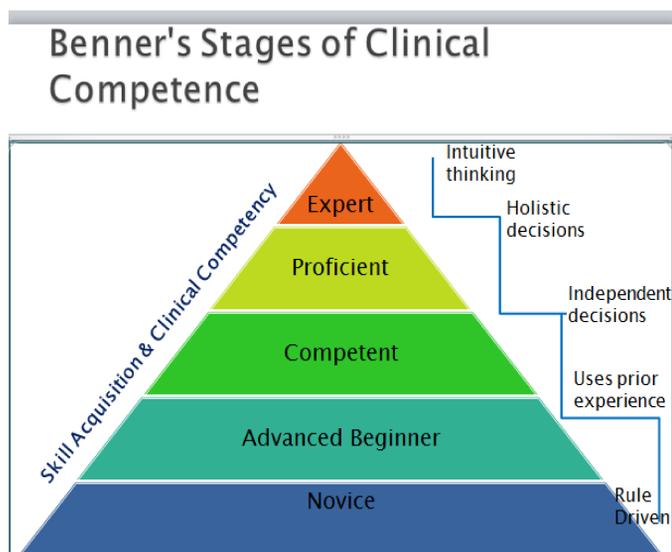
Preceptorship, a one-on-one clinical rotation, provides real-world exposure to a clinical setting⁹.

Problem

Limited clinical settings, together with complex curriculum demands result in insufficient time to achieve clinical competency. Thus, preceptorship programs and simulated tutorials have been implemented.

Relevance to Nursing Science

Benner¹ stages of clinical competency^{1,2} provide a framework for the study intervention of simulated clinical skills tutorials (SCST).



The use of SCST provides students with formal training of skills competencies and validation of learned outcomes in the clinical setting.

Purpose

To determine the effect of the intervention, used in conjunction with a preceptorship experience, has on student competency, perception of the intervention, and NCLEX-RN pass-rates.

Methods

A quasi-experimental design; longitudinal data will determine if the intervention improves student clinical competency, preceptorship outcomes, and NCLEX-RN pass-rates.

These data will be compared to those in the control group, which excludes the SCST intervention.

Setting/Sample/Population

Setting: A BSN program in Midwest USA

Sample: All students who consent will be randomized into one of the following study groups:

Control group (n=117): 15 week, 135 hour preceptorship course with pre/post survey provided.

Comparison group (n=117): 15 week, 135 hour preceptorship course with weekly SCST and pre/post survey provided.

Population: Senior nursing students enrolled in last semester nursing course.

Instrument

Study data will consist of responses on the Casey-Fink Readiness for Practice Survey³, self-reported competency, self-disclosed demographic data, and mandatory disclosure of NCLEX-RN test results.

Comparison group will complete weekly simulated clinical skills tutorials (SCST).

Top skills/procedures causes discomfort for new graduate nurses⁴.

IV Medication Administration	IV Drips Insulin/Heparin	Trach Suctioning
Chest Tube Care	Venous/arterial/Swan-Ganz Lines	Administering Blood Products
Blood Draws/Venipuncture	NG Placement	Wound/Dressing Change
EKG/Telemonitoring Interpretation.	Code/Emergency Response	Death/Dying/End-of-Life Care
Charting/Documentation	Prioritizing Time Management	Physician Communication

Each SCST will include a pre/posttest that students will take and must achieve a 90% proficiency score on the post test.

Students are required to bring their posttest to clinical and share with their preceptor each week to practice the psychomotor skill.

The control group will complete the pre/post survey as part of the study participation.

Analysis

Descriptive, correlational, and multifactor ANOVA procedures will be used to answer the research question.

Results

Pending study completion

Conclusion

State initiatives seek to improve Iowa's nursing students performance on the NCLEX-RN exam.

Iowa 2015 NCLEX-RN pass-rate :

- Iowa 80.77%
- National 84.51%

Preceptorship courses have increased student nurses independence, critical reasoning, and improved clinical competencies to promote ease in transition to the new graduate role^{4,5,6,7}.

Research-based interventions are needed to bridge the academic – clinical practice gap^{2,5,10}. The potential for SCST to do this remains unknown supporting the need for future research studies.

