

# Enhancing Clinical Experiences and Patient Safety Through Use of Student Competency Checklists

Authors: Mackenzie Herring, IPPNS, Heather van Frankenhuyzen, IPPNS, Laurine Khamalah, IPPNS

Contributors: Zackery Allen, IPPNS, Milica Milicevic, IPPNS, Rachel Ramsey, MS, RN, CNE

## Purpose

- ✓ Enhance communication between student nurses, preceptors and clinical faculty
- ✓ Increase patient safety
- ✓ Improve students' clinical learning experience
- ✓ Develop and implement a tool which allows students to identify and clearly communicate clinical skills and responsibilities

## Background

- ✓ Literature review
- ✓ Site Observations
- ✓ Interviews:
  - ✓ Students and nurse preceptors were unsure of student scope of practice, leading to unsafe practices; e.g. a student hanging IV fluids without supervision, communication breakdown
  - ✓ Identified as a common problem among all students

## Action

- ✓ Identified common potential risks to patients
- ✓ Identified key areas for improvement
- ✓ Developed color-coded Student Competency Checklist based on:
  - ✓ Clinical and Course Objectives
  - ✓ Common and expected activities and procedures in the clinical units.

## Implementation & Data Collection

### Pilot study

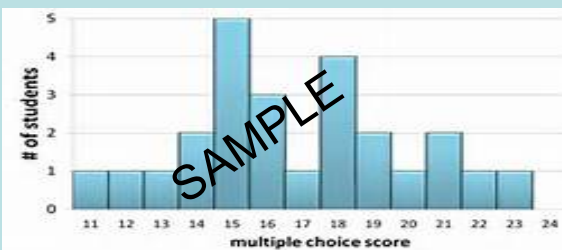
- ✓ Pre-surveys for clinical faculty, preceptors, and students
  - ✓ Assess attitudes and abilities to communicate skills and responsibilities of students in the clinical setting.
- ✓ Interventions:
  - ✓ Pilot group (N= 40) received Competency Checklists and Self Assessment Tool
  - ✓ Control group (N=16) received standard instruction and guidance from clinical faculty
- ✓ Post-survey:
  - ✓ Pilot group expressed improved communication.
  - ✓ Both groups demonstrated *decreased confidence* in the nurses' understanding of student scope of practice.

**Follow-Up study:** Study was revised to address key findings from the pilot study.

- ✓ Pre-surveys for students only
- ✓ Pre-clinical assessment of students' actual knowledge of *current scope of practice*
- ✓ Intervention:
  - ✓ Competency checklist provided to test group (N=42)
  - ✓ Standard instruction for control group (N=32)
- ✓ Post-quiz and post-survey at 7 weeks

## Results

- ✓ Data collection ongoing. Results available at poster presentation.



## Conclusion & Implications

- ✓ Data collection and analysis ongoing
- ✓ Improved patient safety
- ✓ Improved student learning in the clinical setting
- ✓ Improved communication
- ✓ Leveling and implementation of the clinical checklist for all clinical courses.

## References

- ✓ Bjorge, D., Leland, A., & Gunnar Dale, J. (2013). What factors facilitate good learning experiences in clinical studies in nursing: Bachelor students' perceptions. *International Scholarly Research Notices*, 2013, 1-7.
- ✓ Coyne, E., & Needham, J. (2012). Undergraduate nursing students' placement in specialty clinical areas: Understanding the concerns of the student and registered nurse. *Contemporary Nurse*, 42(1), 97-104.
- ✓ Maxfield, D., Grenny, J., Lavandaro, R., & Groah, L. (2011). The silent treatment. Why safety checks and checklists aren't enough to save lives. Retrieved from <http://www.silenttreatmentstudy.com/download/>
- ✓ Morley, D. A. (2014). Supporting student nurses in practice with additional online communication tools. *Nurse Education in Practice*, 14(1), 69-75.