

Improving Nursing Student Outcomes: A Quality Improvement Initiative to Implement a Structured Clinical Teaching Program

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Significance

- 23% of newly graduated nurses demonstrate practice readiness (Kavanagh & Szweda, 2017)
- Theory gaps and skill competencies require time for practice transition (Murray et al., 2018)
- New graduates are delayed in noticing changes in patient status (Kavanagh & Szweda, 2017)
- Clinical faculty with five or more interactions facilitate learning have 41% higher ability to improve student retention of information (Jessee and Tanner, 2016)

Background

- Lack of clinical structure and uniformity
- Declining first-time NCLEX-RN pass rates
- Poor clinical faculty engagement with students
- Inconsistent student performances
- High faculty turnover
- Increased use of new adjunct faculty
- No formal orientation for new faculty
- Organizational structure changes

Problem Statement

Does faculty use of structured immersive clinical questioning versus using weekly clinical objectives and clinical questioning in the hospital setting improve student outcomes?

Purpose:

- Promote clinical judgement
- Improve analytical thinking through active engagement
- Using structured objectives and clinical questions

Weekly Clinical Objectives

What to expect on your second week of clinical...

- Orient to your environment if on a new unit
- Get report on all your patients using your brain
- Complete an assessment on your patient
- Discuss priority patient concepts

One on one with your Professor:

- You are to choose a patient to focus on from your assignment
 - You will give report on your patient to your professor
- You will choose one patient from the assignment to do medication review with your professor
- You will choose one patient to perform a focused assessment on with your professor
 - You will need to identify the focus and provide rationale for why you have chosen that system for focused assessment.
- Once you complete the above, you and your professor will sign off on your clinical objective's worksheet.



Clinical Faculty Resource to Foster Critical Thinking

Questioning Prompts Clustered by the 6 Categories within the Socratic Method

- Clarifying Concepts- Aim:** Clarification of definitions, theories, principles, unknowns, or prior knowledge.
 - Tell me about your patient.
 - What problems does your patient currently have and how are you managing them?
 - What do you already know about the patient's condition?
 - What additional information do you need to care for this patient?
- Recognizing Other Points of View- Aim:** Consideration of different perspectives or orientations.
 - What are the viewpoints of the patient, family, and/or care givers regarding care options?
 - How might the variety of viewpoints impact patient care decisions?
- Validating Evidence- Aim:** Validating decisions/ diagnoses with data, rationale, reasons, support, or proof.
 - What information should be included in the patient's teaching plan?
 - What are the pros and cons of the intervention?
 - What data support the nursing diagnosis (or care decision)?
 - How are the nursing interventions meeting the patient goals?
 - What resources did you use to make your decision? Examples: EHR, textbooks, drug guide, clinical pathway, practice guideline.
- Reflecting- Aim:** Metacognition and quality improvement on a personal level.
 - Reflect upon the care you provided and identify areas that you would want to make improvements if you could. Examples: skill execution, communication, teaching.
 - How do you feel about the care provided and the patient outcomes?

Objectives
Meditech Review
Patient Report using System Cues Worksheet
Pt report focusing on Medications:
Focused Assessment 1
Patient Report focusing on: Laboratory Analysis
Intervention Rationales
Patient Report: Potential complications
SBAR

Post conference:

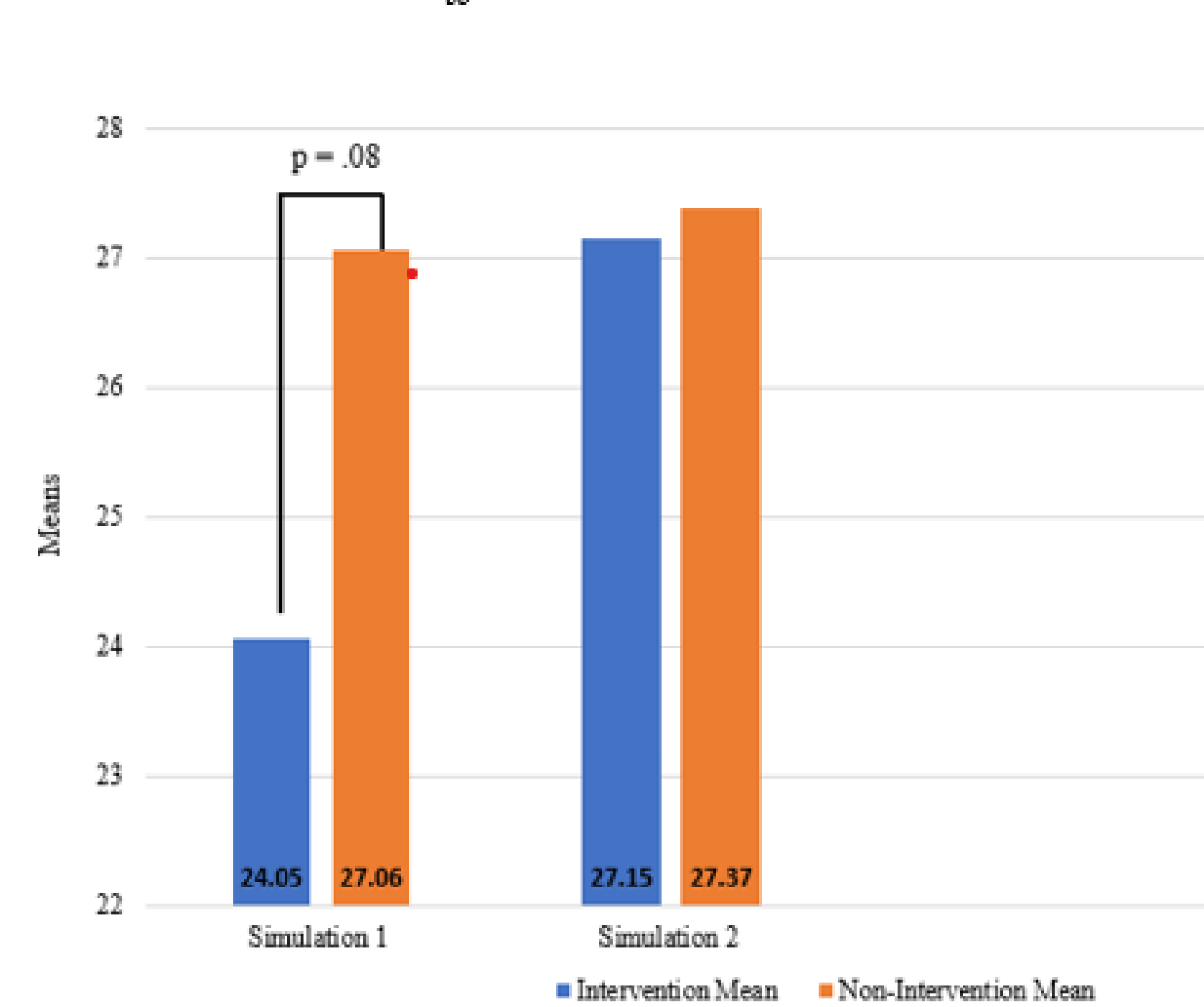
Day 1: 2 students will be chosen to give report on their patients. The groups will work priority concepts.

Day 2: Two different students from Day 1 will be chosen to use their patient to do a chosen will give patient assessments (physical, labs, diagnostics, meds, and intervene remaining group members split into two groups and each group will work together to DEBATE differences!



Findings

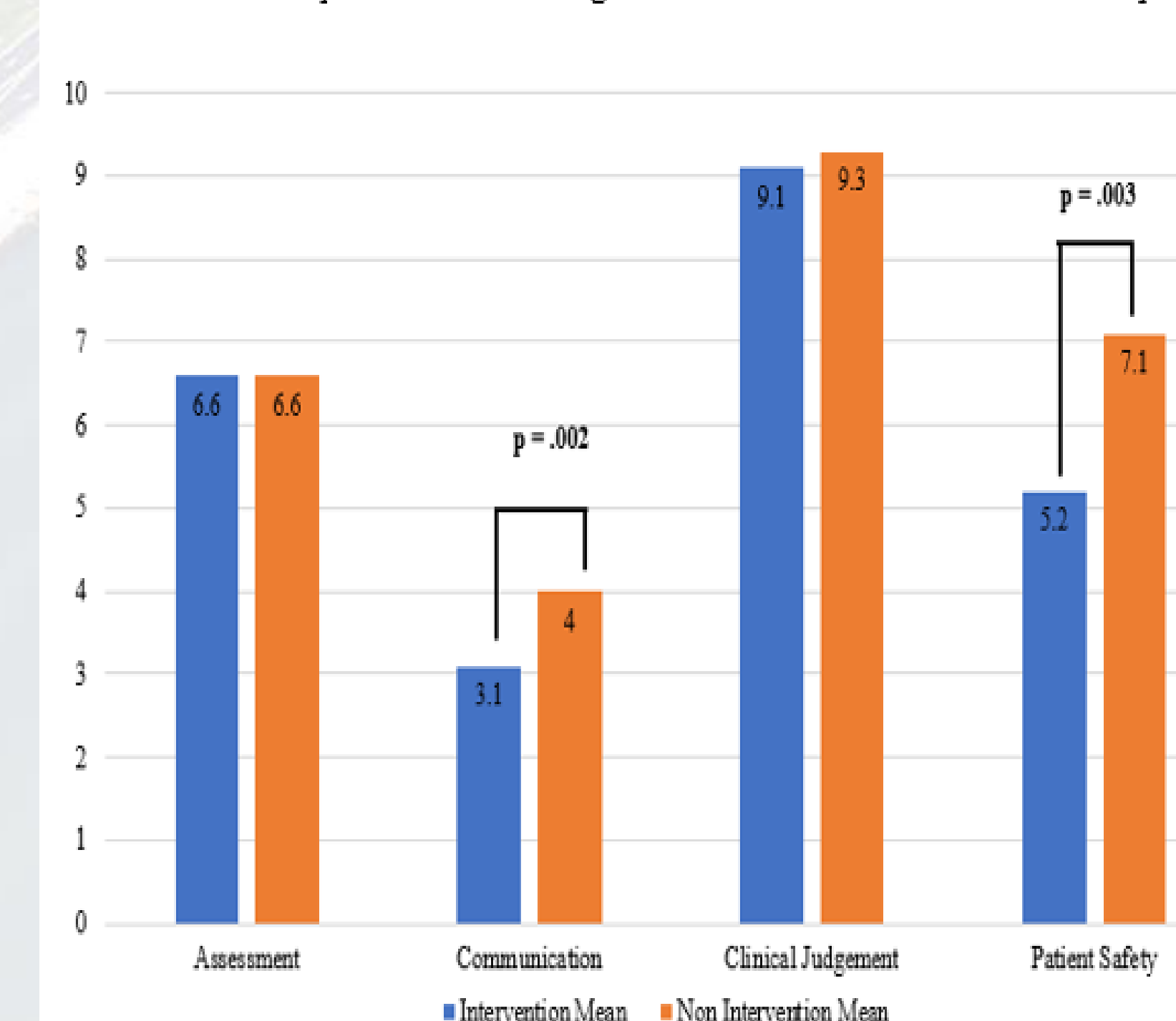
Simulation Total Score Differences



Findings: Aim 1 Simulation Performance

- Non-intervention group performed better than intervention group
- Poor student performance in safety and communication

Simulation One Component Scores Among Intervention and Non-intervention Groups

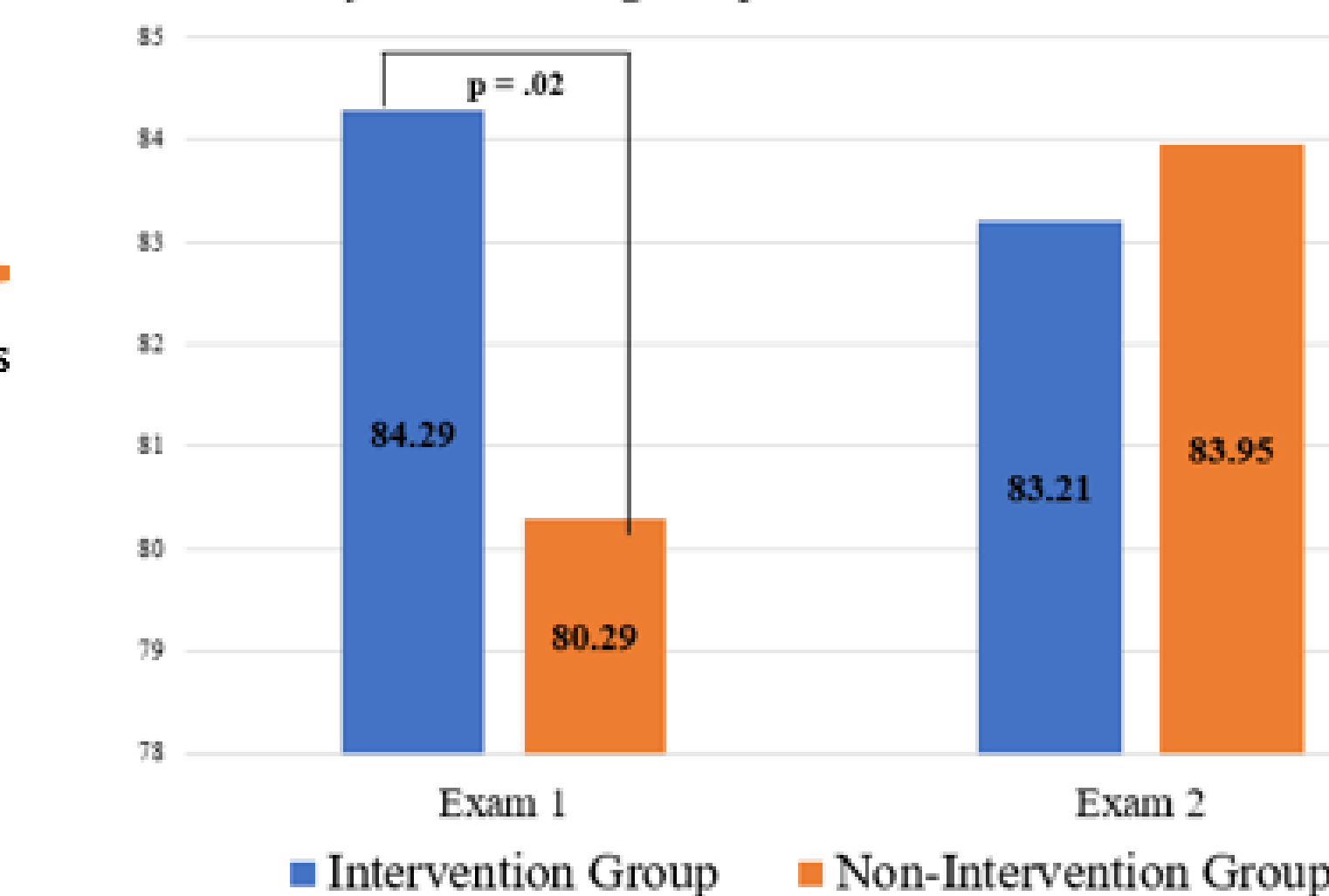


Findings Aim 2

Exam Score Differences Among Groups

- Intervention group performed better on exam 1
- No difference in exam performance among professors

Didactic Exam Performance Among Groups

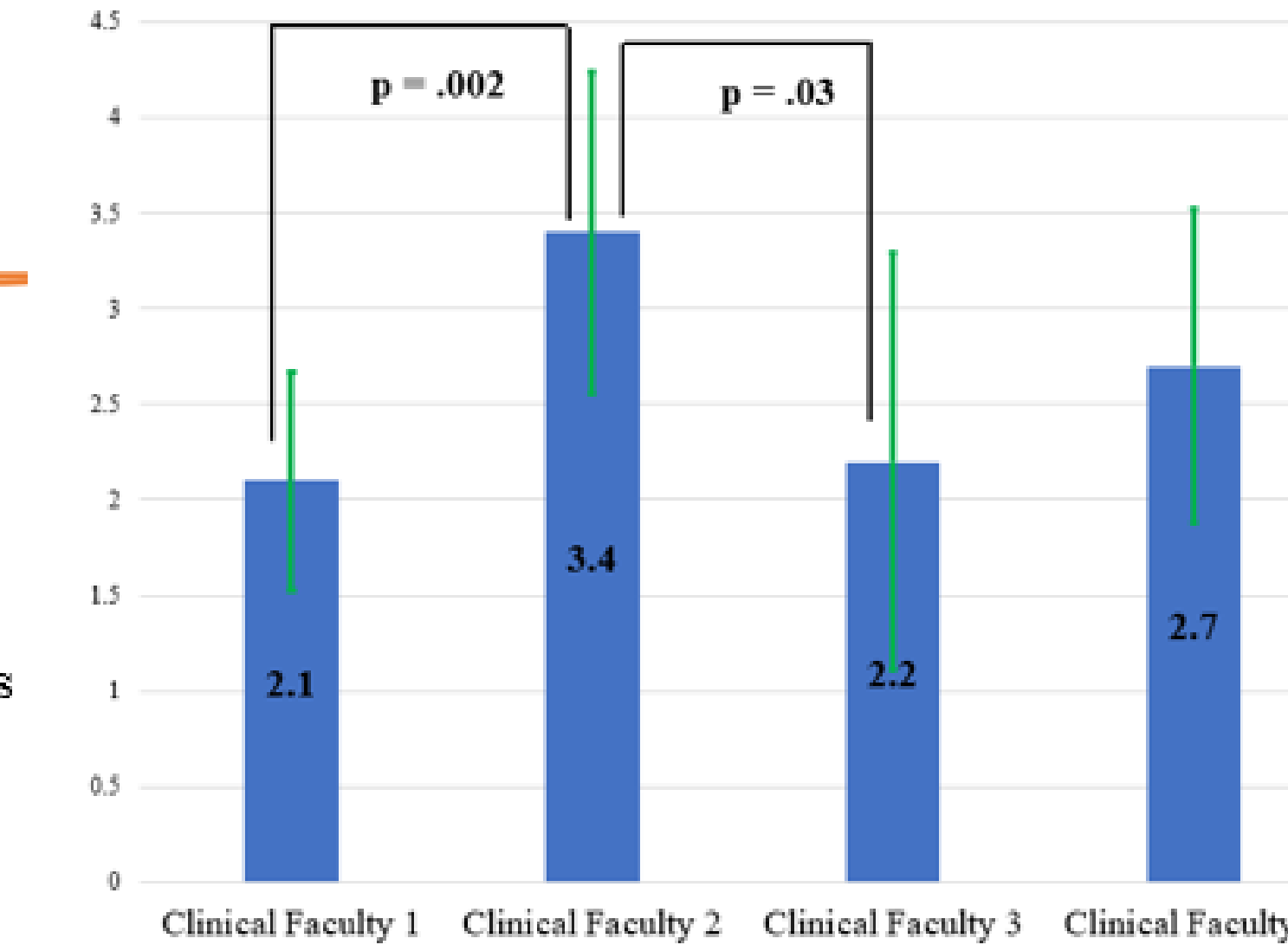


Findings: Aim 3

Does time matter?

- No significant findings
- Significant difference among professors in terms of time spent interacting with students

Faculty Comparison of Average Time Spent with Students



Project Description and Design

Description:

- Quasi-experimental Quality Improvement Initiative
- Traditional South Texas BSN program
- Four Clinical Faculty
- 40 first- time MS1 students randomly placed into groups of 10

Design:

- 2 intervention groups using Seibert's Clinical Questioning Tool (CQT)
- Group 1: receives project intervention
- Group 2: traditional teaching methods

Project Aims Evaluation Plan

Measurement Tools:

- Student Simulation Performance
- Using Creighton Competency Evaluation Tool (Todd et al., 2022)
- Didactic Exam Performance
- Engagement Time with Students
- Using Qualtrics survey

Implications/Recommendations

- Help to evaluate faculty performance and assist with performance improvement
- Identify program opportunities for future QI changes and project sustainability
- Provide evidence-based structure to assist with new faculty success
- Foster student learning and meaningful interactions
- Help experienced faculty to recognize opportunities to teach with more intention
- Future project implementation into all clinical courses

References and Evidence Table

