




*Development of a Clinical
Competency Pedagogy with Senior
Nursing Students as Preparation for
Transition to Practice*

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Conflict of Interest Statement

The presenters declare no conflicts of interest pertaining to this presentation.



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Objectives

1. The learner will be able to discuss the need for emphasis on competence in pre-licensure nursing education
2. The learner will be able to discuss the process of developing a clinical simulation with static mannequins and cue cards

Background

Research indicates that only 23% of novice nurses perform at a beginning competency level.

One study found 75% of new nurses were involved in a medication error.

Gap exists between preparation for practice and competence.

Assessments that focus on clinical competency can better help nursing students apply and transfer learning from the classroom to the clinical setting to create deeper learning of nursing concepts.

(Hensel & Billings, 2020)

Clinical Competency Days

- INACSL Simulation Standards
 - Orientation to Environment
 - Pre-Brief
 - Simulation
 - Debrief
 - Reflection

Simulation Design

- Clinical judgement framework
- Small groups: 3-4 students to 1 instructor
- Low-fidelity
- Cues placed on mannequins
- Time – 1.5- 2.0 hours
- Space – 20 bed skills lab






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Scenario Day One

- Day 1 - Basic patient information: Post-op CABG
- Complications varied on day one: decompensation due to various post operative issues
- Student expectation: to recognize cues and synthesize data

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Scenario Day Two

- Day 2 – student expectation: to manage workflow and complexity of patient plan of care
 - ❖ Same patient with history of CABG
 - ❖ Now 14 days post op
 - ❖ Stroke due to A-fib with RVR

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Sample Patients



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Lessons Learned

- Positive experience
- Created a deeper learning of course material
- “Think on their feet”
- Application of concepts to practice
- Discovery of areas of weakness on individualized basis
- Steppingstone for competencies and how to demonstrate
- Emphasis on safe environment; however, still need to perform
- Students wanted more experiences like this
- Need emphasis on workflow and time management
- Going forward ~ standardized participants

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Going Forward

- IRB Approved by JMU for Fall 2021/Spring 2022 study
- Continue with original 1:3 ratio which allows the faculty member to observe, question, support, and facilitate engaged learning, critical thinking, and clinical judgment
- Assess and evaluate the students' perceptions on how this pedagogy impacted their readiness for practice
- Longitudinal Mixed Methods

Thank you



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