Skill Building in Nursing Students during Pre-service Training

Manju Chhugani¹, Merlin Mary James²

Abstract

The important aspect of nursing education is to impart clinical skills to student nurses to ensure patient safety. It is a challenge for the nursing educators/teachers to develop innovative methods for teaching clinical skills to student nurses in order to ensure competency at the bedside. Clinical environment remains an important aspect in the development of students’ competence, confidence and contentment of their expected learning outcomes. The major challenge in nursing education is to equip the students in performing the procedures skilfully with confidence. Healthcare is always changing, hence nursing teachers have a great role to update themselves with the current nursing practices and impart the same in a comprehensive manner to the students. In order to effectively teach student nurses, teachers must have command over the current clinical facets and must master their teaching methodology. There are various ways to develop skills, out of which demonstration and return demonstration holds a key place.

Keywords: Skill building, Clinical environment, Demonstration, Return demonstration

Introduction

The important aspect of nursing education is to impart clinical skills to student nurses to ensure patient safety. It is a challenge for the nursing educators/teachers to develop innovative methods for teaching clinical skills to student nurses in order to ensure competency at the bedside. However, teaching nursing skills to students is a complex process requiring the integration of three domains of learning: affective (emotional), cognitive (thinking), and psychomotor (kinesthetic). Nursing education plays an important role in achieving the desired results in terms of producing competent nurse professionals. Training is an essential factor contributing to greater efficiency of students.

The competency level of nurses is based on the knowledge acquired by them during their training and to a large extent on the skills taught to them. Learning in the clinical practice is an important aspect of nursing education considering the fact that nursing profession is based on practice. Clinical practice is crucial as it prepares nurses to become competent nurse practitioners. Studies have revealed that effective and maximum learning takes place in the clinical areas. Strategies should be developed in order to facilitate learning in clinical practice in addition to creating a conducive clinical learning environment.

Clinical environment remains an important aspect in the development of students’ competence, confidence and contentment of their expected learning outcomes. Teachers play a significant role in preparing students to achieve their professional goals through continuous support and resource provision.¹

¹Principal, Tutor, Rufaida College of Nursing, Jamia Hamdard.

Correspondence: Ms. Merlin Mary James, Rufaida College of Nursing, Jamia Hamdard.

E-mail Id: merlinjames1988@yahoo.com

Orcid Id: https://orcid.org/0000-0001-9496-983X

How to cite this article: Chhugani M, James MM. Skill Building in Nursing Students during Pre-service Training. Int J Nurs Midwif Res 2017; 4(4): 57-59.

Digital Object Identifier (DOI): https://doi.org/10.24321/2455.9318.201745

ISSN: 2455-9318

© ADR Journals 2017. All Rights Reserved.
Clinical Learning Environment

Student engagement in a clinical learning environment is a vital component in the curricula of pre-licensure nursing students, providing an opportunity to combine cognitive, psychomotor, and affective skills.2 Continuous supervision, ongoing feedback, interpersonal relationship, personal support and student mentorship from teachers are effective tools to improve the clinical skills of the students. The quality of nursing education during the training period shapes the future of a student. Clinical learning environment plays a pivotal role in promoting or hindering the clinical learning of the student. A clinical learning environment includes everything that surrounds the student nurses including the clinical setting, the staff mentor and the patients.3

The role of a mentor is to support and encourage an individual student to manage their own learning in order that they may maximize their potential, develop their skill, improve their skill performance and become the person they are meant to be. Each student has a different need and a good mentor is the one who is able to understand the individual need of a student

Nursing is a profession in which practice has a key role and the nursing students are required to learn psychomotor skills. During the course of nursing education, students are expected to acquire knowledge, incorporate critical thinking and psychomotor skills, develop self-confidence in their abilities, and then transfer this knowledge to the clinical setting, where they have the opportunity to care for patients.4

The major reason why skill building is lacking among nursing teachers is because emphasis is more on theory than on skill learning. It is very much evident that students lack confidence in fulfilling the expectations and responsibilities of professional nursing. Skill building or development is paramount in nursing to establish clinical precision and credibility. The translation of nursing knowledge to nursing practice can be attained only by improving the skills.

The major challenge in nursing education is to equip the students in performing the procedures skilfully with confidence. Healthcare is always changing, hence nursing teachers have a great role to update themselves with the current nursing practices and impart the same in a comprehensive manner to the students. In order to effectively teach the student nurses, the teachers must have command over the current clinical facets and must master their teaching methodology.

Ways to Develop Skills

The major role of a nursing teacher is to improve and monitor the students’ abilities to perform skill in practice. Teachers should adopt approaches which are effective in facilitating students’ learning and acquisition of skills in clinical practice. There are various ways to develop skills, out of which demonstration and return demonstration holds a key place.

Imparting Clinical Skills through Laboratory Teaching – Demonstration

Demonstration method of teaching is a traditional classroom strategy.5 Although it is a traditional method of teaching, yet it is intended to achieve the psychomotor and cognitive objective. This method involves various senses to make learning permanent and also arouses interest and motivation among the students, involving active participation. The lessons taught during demonstration lead to student satisfaction and help them to acquire confidence and satisfaction. Teachers should ensure that discussion should be followed after a demonstration. A teacher should be sincere, diligent and skilled enough while demonstrating. This method of teaching invites the cooperation of students. It provides a safe environment to practice the skills ensuring patient safety. Demonstration helps to understand the complex things in a simpler form. The demonstration method of teaching shows students how to do a task in a sequential manner with the end goal of having students performing the tasks independently with confidence.

After performing the demonstration, the teacher’s role becomes supporting students in their attempts, providing guidance and feedback, and offering suggestions for alternative approaches.6 Teachers should support nursing students in transferring these skills to real-life practice in their clinical placements.

Teachers should be able to provide extra hands-on teaching sessions to struggling students and to those who feel they have had limited clinical experience. It was found that senior nursing students brought up concerns regarding areas of practice they had low confidence in, such as more advanced clinical skills. The clinical demonstrators should be able to organize specific teaching sessions to address their needs, while also working with students in the hospital setting, performing skills and delivering care to patients. Students have described feeling less nervous and having greater confidence after working with clinical demonstrators.7

Return Demonstration – A Good Method of Evaluation

This method is also known as ‘Teach back Method’. It is a way to understand whether the students have learnt and are able to demonstrate skilfully and with confidence. This method helps to identify the areas of improvement in a student. This teaching technique initiates lots of involvement and
interaction with staff. It promotes discussion. This teaching technique initiates lots of involvement and interaction with staff. It promotes discussion. Return demonstration enhances the student’s sense of responsibility by providing them with opportunities to demonstrate competence with confidence. This method enables the teachers to provide constructive feedback and critical reflection.

Other strategies to improve skills are:

- Providing constructive feedback and critical reflection
- Instilling confidence and empowering the students
- Improved motivation
- Enhancing learning without embarrassing the student
- Using of humor in teaching can enrich the performance and confidence of students
- Providing supportive supervision
- Implementing confidence-building strategies
- Encouraging active learning in the clinical learning environment

Conclusion

Each teacher must understand that each student is unique and some students may require more assistance than others and hence opportunities need to be offered to hone their skills so that they become competent enough to perform the actual skills on the patient. Sending unskilled students into practice exposes the students and the patients to unnecessary risk. Teachers must focus on developing the skills of the students and make efforts to bridge the gap between knowledge and practice. At the completion of the nursing course, a student must be qualified enough to perform the nursing responsibilities independently with confidence. This can be attained only if supportive supervision and supervised patient care has been provided to them by their teachers during the course of their study.

On evaluation, the students must report of gaining better insight into the working of a hospital and enhanced confidence and skill acquisition. They should report feeling of competence and confidence to work independently.

Conflict of Interest: None

References


Date of Submission: 2017-12-03
Date of Acceptance: 2018-01-04