

# SACAD: John Heinrichs Scholarly and Creative Activity Days

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Volume 2023

Article 27

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4-17-2023

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### Recommended Citation

Lawver, Christina and Keil, Shauna (2023) "SOS: Survey of Skills in Prelicensure Nursing Programs," *SACAD: John Heinrichs Scholarly and Creative Activity Days*: Vol. 2023, Article 27.

DOI: 10.58809/QXOD1027

Available at: <https://scholars.fhsu.edu/sacad/vol2023/iss2023/27>

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# SOS: Survey of Skills in Prelicensure Nursing Programs

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## Abstract

A survey of nursing faculty was conducted for this exploratory study on the skills taught in their nursing program, along with the evaluation methods utilized. Students' competence is verified in various forms, including traditional skills checks, peer evaluation, or video recording (Kemery & Morrell, 2020; Sterling-Fox et al., 2020). Other skills may be demonstrated and practiced and not formally validated.

## Introduction

**Background:** Psychomotor skills are a fundamental portion of the nursing profession. These skills are taught and practiced in a skills laboratory on manikins, which offers students a safe and controlled environment to practice deliberately and master psychomotor skills without risking harm to a real patient (Sarmasoglu et al., (2016).

**Purpose:** The purpose of this study is to identify what psychomotor skills are being taught and the method of skill validation. Additionally, investigating qualitative data that could potentially affect skills taught and validations methods utilized.

## Methodology

### Objectives:

- Identify what influences the skills curriculum in nursing programs
- Evaluate ways to update skills curriculum to decrease faculty workload and increase student competency

**Design:** Exploratory study of prelicensure nursing faculty from United States nursing programs.

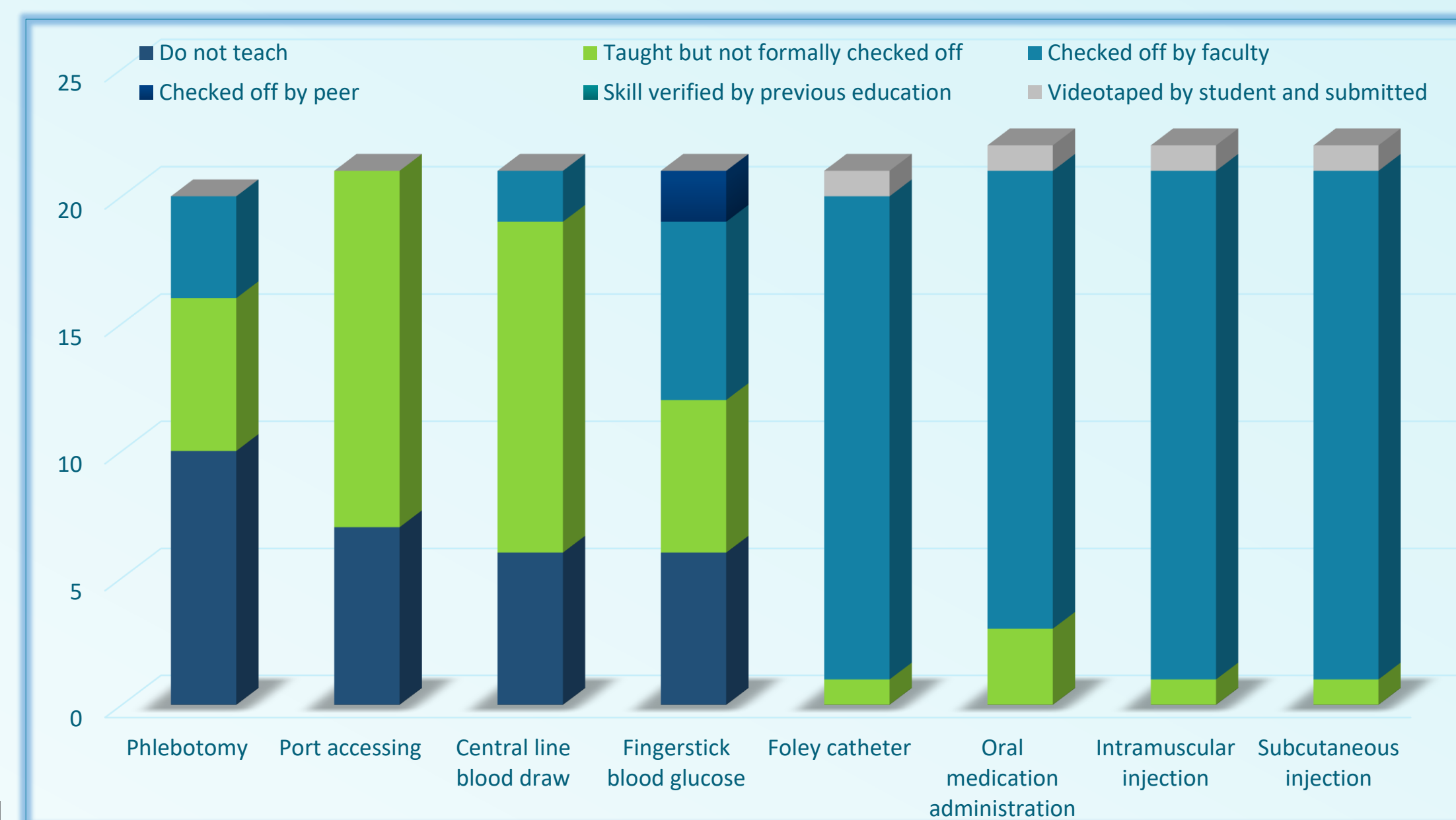
**Ethics:** FHSU IRB approval

**Survey Process:** A script was posted on a nursing faculty Facebook page asking for volunteers currently teaching in a prelicensure nursing program to participate in the study.

## Findings

A total of thirty-one nursing skills were surveyed. There were six responses the participants could choose from regarding if the skill was taught or not and how the skill was evaluated. The options for the quantitative response were: (1) do not teach, (2) teach but not formally checked off, (3) checked off by faculty, (4) checked off by peer, (5) skill verified by previous education, and (6) videotaped by the student and submitted.

**Results:** The most frequent skills not taught are phlebotomy, Port-a-Cath accessing, central venous access device blood sampling, and fingerstick blood glucose. Nearly all the responses stated that faculty checkoffs were performed on inserting an indwelling catheter, oral medication administration, and intramuscular and subcutaneous injections. There was no consensus when comparing skills taught among nursing programs.



## Limitations

There are no national standards or guidelines from accreditation bodies for instruction on specific skills in prelicensure nursing programs (Kemery & Morrell, 2020). Some states have specific requirements and/or limitations for the psychomotor skills taught. Additionally, some clinical sites have restrictions that guide nursing curricula and clinical experiences. The sample size is relatively small. It would be beneficial to assess a larger quantity of nursing faculty on skills taught and evaluation methods implemented in their program. Further work is needed to determine state-specific requirements and restrictions. Additionally, guidelines from accrediting bodies on psychomotor skills to be taught in pre-licensure nursing programs.

## Implications for Nursing Educators

Nursing schools incorporate common psychomotor skills expected of nurses (Brendel & Walker, 2021). This may include urinary catheter insertion, wound care, or inserting a peripheral intravenous catheter. Skills courses can be evaluated to explore the number of diverse skills and factors that influence skills taught in prelicensure nursing programs across the United States (Oermann, et al., 2016). There is no consensus on which skills should be covered or how they are verified. Furthermore, assessing validation methods for evaluating psychomotor skills to enhance student skills competency and efficiency.

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