

An Implementation of Student-Led Learning and its Effect on **Clinical Competency** in Nursing Students



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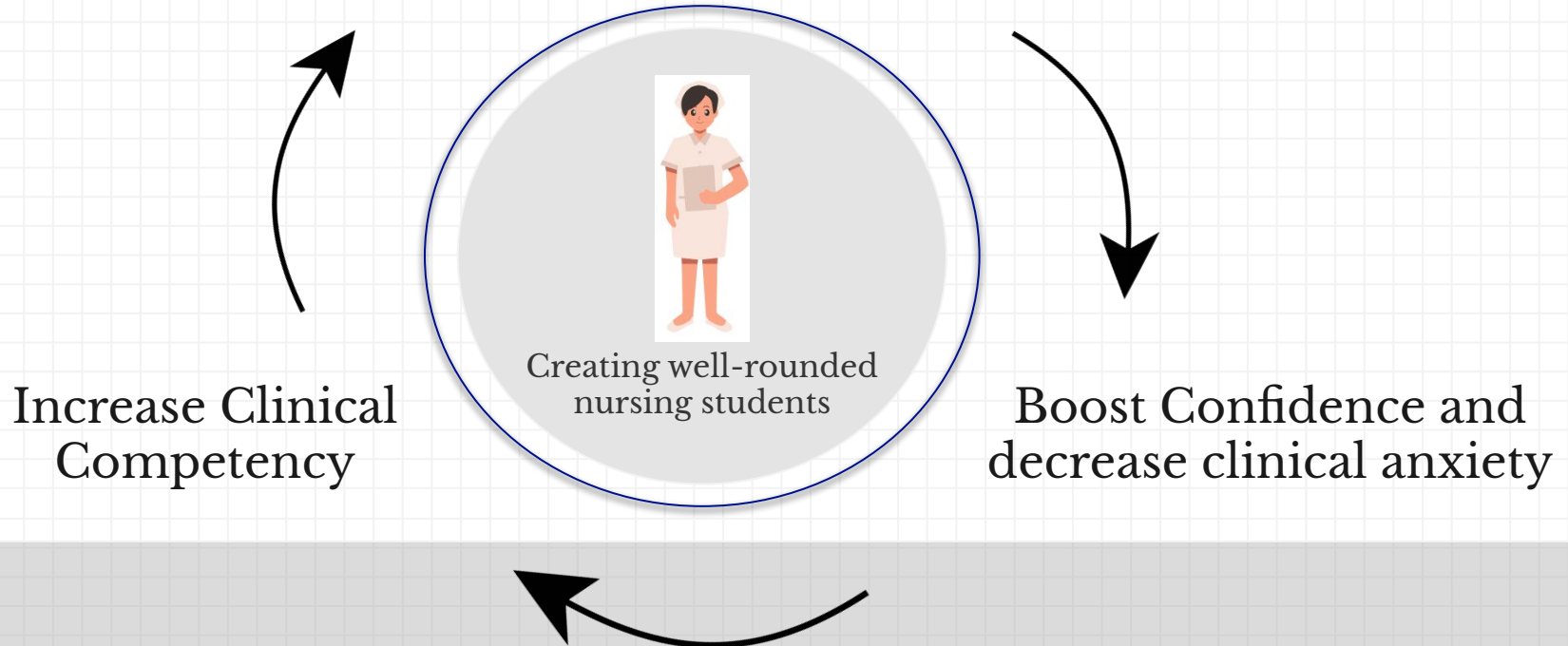
INTRODUCTION TO *STUDENT-LED LEARNING*

Student-Led Learning (SLL) —an alternative approach to Professor-Led Learning. SLL has been implemented in other University settings such as Creighton University College of Nursing in Omaha, Nebraska. The goal of our program here on Murray State University's campus is to close the gap between didactic learning and clinical competency. This program has been in the trial era this semester and has been under the direction of student mentors, Cori Hack and Jacob Hicks.



Student-Led Learning **GOALS**

Minimize Gaps in Didactic Learning



Theoretical Framework

Student Led-Learning Theory defines student led learning as a process where the planning, conceptualization of the design, and evaluation of the learning experience is directed by the student. (Tekkol & Demirel, 2018)

Clinical competency is the ability to integrate knowledge, skills, attitudes and values into a clinical situation (Hui et al. 2008).

This study highlights the interconnectedness of the two terms above, treating student led-learning as a variable that can influence clinical competency in nursing students.

Evidenced Based Practice

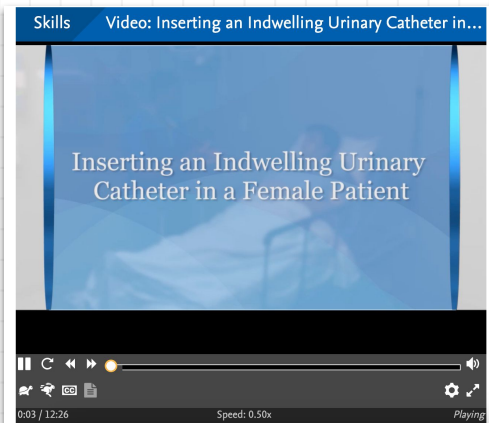
Flott deemed peer assisted learning (aka SLL) activities as beneficial in increasing senior level students developmental skills—such as with **leadership and communication**. (Flott et al., 2022)

Research has identified **61.1%** of students experience mild levels of anxiety regarding hospital and laboratory training (Ahmed et al., 2023).

What may eliminate these feelings?



Lab Blueprint



Step 1
Watch skill on Elsevier Education and answer questions

Step 2 Demonstration



Step 3 Practice

Step 4 Mock Check-off

Student Name _____ Date _____

Inserting a catheter- Female (Male differences noted with * and listed in table on last page):

- | | |
|--|--|
| 1. Verify the health care provider's order. Review medical record for issues that may influence procedure (such as urinary stricture). | |
| 2. Perform hand hygiene. | |
| 3. Provide for patient privacy. | |
| 4. Introduce yourself to the patient and family. | |
| 5. Gather necessary supplies/equipment. Use the smallest size catheter possible. | |
| 6. Identify the patient using 2 patient identifiers (name/date of birth). | |
| 7. Explain the procedure to the patient and ensure that the patient agrees. | |
| 8. Assess the patient by using a bladder scanner or palpating the patient's bladder for distention. | |
| 9. Perform hand hygiene. | |
| 10. Raise the bed to a comfortable height. | |
| 11. If side rails are in use, lower the side closest to you. | |
| 12. Lower the head of the bed. | |
| 13. Drape the patient for privacy. | |
| 14. *Position the patient: <ul style="list-style-type: none"> a. Dorsal recumbent position, with the patient lying on her back with knees flexed. Ask The patient to relax her thighs. b. Alternative position: side-lying, with the upper leg flexed at the knee and hip. Support the patient with pillows if necessary. c. Drape the patient by covering the upper body with a small sheet or towel and then draping the lower body with a separate sheet or blanket. | |
| 15. *Provide perineal care: Apply clean gloves. Place a waterproof pad under the patient. Wash the perineal area with soap and water, rinse, dry. Cleanse the labia and urinary meatus working from the clitoris toward the anus. (May verbalize perineal care during check-off, rather than perform) | |
| 16. Pull the covers over the perineum. Remove your gloves and perform hand hygiene. | |
| 17. Position trash can nearby or place a bag between you and the patient. | |

IRB Approved Google Survey

MSU School of Nursing Skills Survey

You are being invited to participate in an online research study conducted through Murray State University. The purpose of this study is to initiate a student led skills lab in order to increase nursing students' confidence in performing clinical skills.

Completion of this survey should take no longer than 15-20 minutes. Your participation in this study is confidential. Neither the researcher(s) nor anyone else will know if you have participated or how you responded. Your participation is strictly voluntary, and you are free to withdraw/stop participating at any time with absolutely no penalty. There are no identified risks to your participation in this study. This study is not designed to benefit you directly. However, your participation may help to increase our understanding of how to increase confidence in performing critical nursing skills prior to and after clinical rotations. Any questions about the procedures or conduct of this research should be brought to the attention of either Jake Hicks (jhicks29@murraystate.edu) or Cori Hack (chack3@murraystate.edu), nursing students, or Dr. Summer Cross, faculty advisor (scross@murraystate.edu) or Dr. Jennifer Rogers, faculty advisor (jrogers37@murraystate.edu).

This project has been reviewed and approved by the Murray State University Institutional Review Board (IRB) for the Protection of Human Subjects. If you have any questions about your rights as a research participant, you should contact the MSU IRB Coordinator at (270) 809-2916 or msu.irb@murraystate.edu.

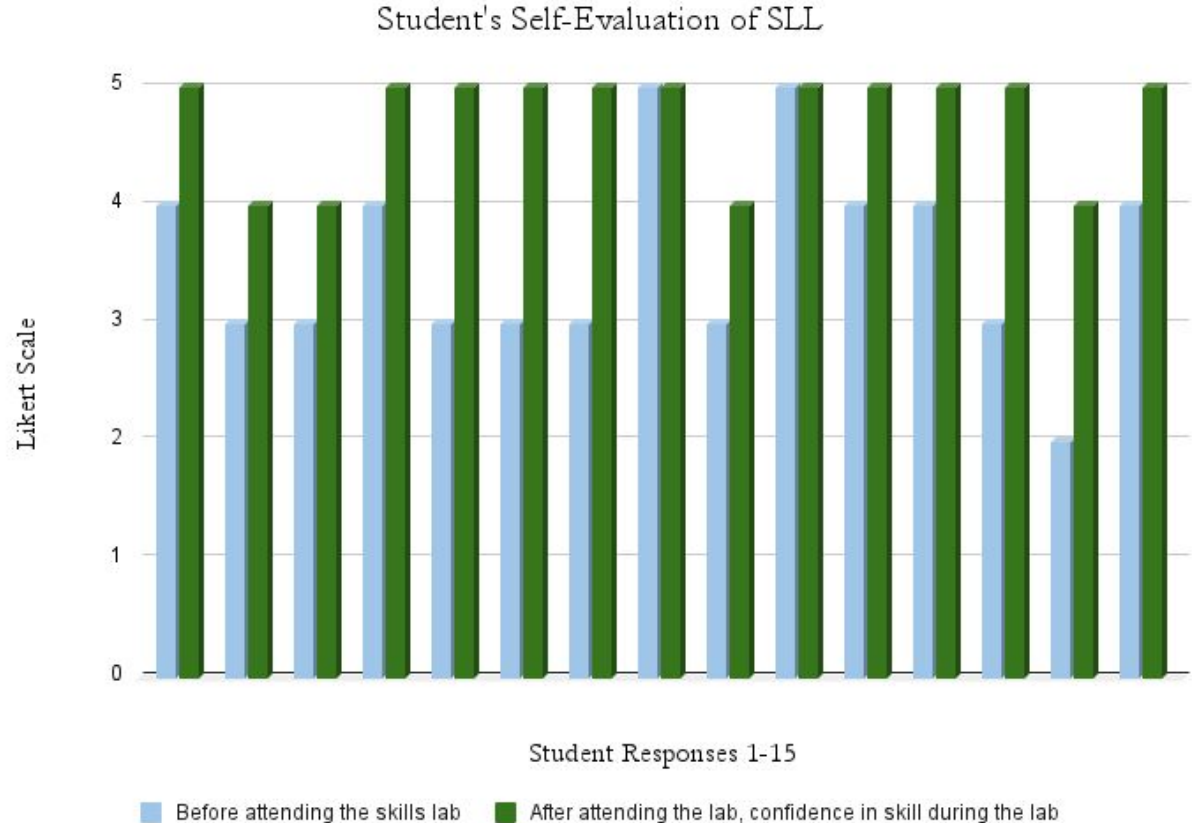
More than 30 students voluntarily attended the skills lab.

Following the lab, the professor shared an anonymous survey with the students.

This is an on-going research project with surveys continuing.

Clinical Findings

We encourage the MSU Nursing faculty and staff to continue support of the Student Led Skills Lab. Our findings suggest that there is a positive influence in nursing students clinical competency following this implementation.



Primary Completion Survey Results

What improvements can be made as we continue with this program?

If possible we would really like and benefit from being able to practice injections on a real person before our checkoffs, but I know that this was an issue with getting permission, just would be a tremendous help if at all possible in the future.

Maybe set up like a group me or some system to where you could send out a little reminder or information to the class, just some form of communication between the upperclassmen and the participants.

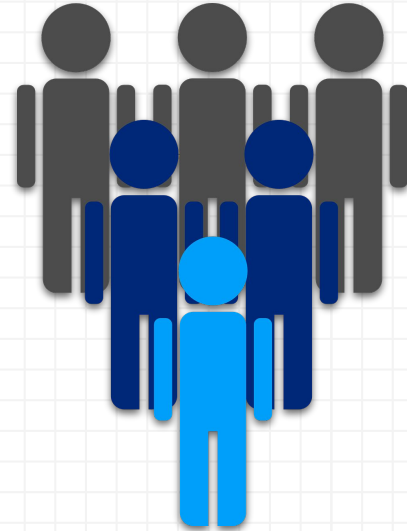
What did you enjoy about the skill's lab activity?

I enjoy getting to talk to the upperclassmen and having someone that is a great source of wisdom and advice, without having the intimidation factor as had with professors.

Future Considerations

Skills Lab Director:

- Facilitate labs
 - Place skills mentors and instructional mentors as needed.
 - Communicate with faculty/staff
 - Ensure integrity of teaching
-
- Find source of funding or source of supplies that can be added to advance the complexity and technology of the program.
 - Implement Psych, OB, ER, Pharmacology.



Conclusion

The theories, **Student Led Learning** and **Clinical Competency** are directly influenced by one another.

This study finds that the students who participated in the SLL labs had an increase in confidence on skills, as well as an improved level of comfort in the hospital setting.

This Study addressed the emotional influence of the skills lab: comfort level, and anxiety of skills in the clinical atmosphere.

It is recommended that this program remain an opportunity for Murray State Nursing Students.

Ongoing research is hypothesized to further support our recent findings as well as show a retention of comfort level and improved skill set.

In conclusion, implementation of student led learning offers a solution to the identified gap in didactic learning at Murray State.



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Thank You

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