The Role of Preparatory Activities in Clinical Education for the Pre-licensure Nursing Student

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Learning Objectives

- Explore the role of pre clinical preparation (prelab)
- Discuss student perception of the prelab practice at the University of San Francisco
- Discover strategies for enhancing prelab to support clinical education
Introduction

- Learning laboratory
- Connects theory to practice.
- The clinical setting affords integration of:
  - Theory
  - Practice
  - Meaningful learning
- Improved decision making in the clinical setting
Study Purpose

To identify:

- Student perceptions of prelab benefits and challenges
- Opportunities to improve preclinical education at the University of San Francisco
- Future research needs relating to preclinical education
Research Questions

- What is the current practice of Prelab at the University of San Francisco?
- What are the student identified benefits?
- What challenges do students identify?
- What are opportunities for improvement?
Method

- Online survey
- Multiple choice and open-ended
- Emailed to 541 students
- 298 surveys returned
  - (55% response rate)
RQ #1 – Current Practice

- Instructor Assigned Patient
- Student Assigned Patient
- Unit Staff Assigned Patient
- No Prelab
Prelab Timing

- Day Before
- Day Of Clinical
- No Prelab
RQ #2 Benefits

- Literature
- Survey
Prelab Benefits from the Literature

- Connect theory to practice
- Enhance the clinical experience
- Ensure a productive encounter
- Improved patient safety
- Improved patient interactions
## Prelab Benefits – Student Perception

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Prelab makes me safer</td>
<td>60%</td>
</tr>
<tr>
<td>Enhances critical thinking</td>
<td>60%</td>
</tr>
<tr>
<td>Improves ability to collect relevant data</td>
<td>70%</td>
</tr>
<tr>
<td>Aids care plan development</td>
<td>50%</td>
</tr>
<tr>
<td>Aids post conference discussion</td>
<td>60%</td>
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</tbody>
</table>
RQ #3 Prelab Challenges

- Stress
- Anxiety
- Time
- Competing responsibilities
- Financial stressors
RQ #4 Strategies for Improvement

- Timing
- Instructor guidance
- Standardized tools
  - Care Maps
  - Standardized paperwork expectations
Future Research Needs

- Connect clinical preparation to student learning outcomes
- Connect student preparation to patient safety
Summary

we are almost there
Questions
References


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Disclosure

Authors of this presentation state no conflict of interest in the preparation of this material.

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