

Clinical Practice: Quality Improvement

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Quality improvement pivots priority towards efficient, patient-centered, and safe care. The goal is to eliminate variation, achieve positive consequences, and enhance outcomes for patients, healthcare staff, and businesses. The entire team of healthcare professionals must understand the effort needed to see the desired improvement. Nurses and nursing students must recognize that all health professionals' everyday work must include continual quality improvement (QSEN Institute, 2020). Clinical practice has long been a crucial component of nursing education. Clinical practice gives nursing students the chance to experience the daily complexities of complex healthcare environments while also providing exposure to many specialties. If clinical practice is such a core experience for the nursing student, why does the experience seem anxiety-producing? To appropriately care for various patients in the clinical setting, nursing students must acquire professional nursing skills through clinical practice.

Article Summary

Introduction

The quality of healthcare workers is essential. Increasing health professionals is imperative, but we must ensure they possess the necessary expertise, knowledge, and skills appropriate for the population's needs (Immonen et al., 2019). These foundational knowledge opportunities stem from clinical experience. Clinical practice nurses influence the advancement of nursing by acting as a crucial source of assistance and enhancing students' clinical proficiency. Between different higher education institutions, assessments are inconsistent with one another (Immonen et al., 2019). Clinical experiences that are well-planned and structured are

imperative to guaranteeing that students acquire the proper support and educational opportunities essential to their future line of practice.

Overview

A practical clinical experience does not depend on one party. It is critical to recognize the importance of what teams and individuals can do to improve care (QSEN Institute, 2020).

Nursing professionals and nursing students may collaborate to use previous knowledge to provide approaches for bettering the clinical experience. A learning environment for the student should facilitate learning opportunities, support student achievements (minor or significant,) provide constructive criticism, and demonstrate patient interaction (Immonen et al., 2019). An effective mentor demonstrates approachability, stimulates learning, tracks development trends, and provides valuable feedback. The clinical practice experience must be a continuous learning opportunity where the student will develop professionally.

Quality Improvement

The clinical practice experience should improve the nursing student and educator relationship so professional growth and learning opportunities can easily be enhanced. Furthermore, nursing educators and mentors must be aware of their impact on the nursing students' experience. These educators and mentors set the tone. During the pre-stages for improving the clinical practice experience, all parties must display openness and a mutual understanding from the beginning of clinical practice. During the intra stages, it is essential to voice goals for that clinical day. During the post stages, the student must facilitate a reflection discussion, and the educator must provide timely and constructive feedback. This feedback should target the concerns that students need to address in their academic work. It is necessary to

voice an understanding that constructive criticism is a significant learning opportunity rather than a process that highlights what has not been mastered yet (Immonen et al., 2019). Experience in clinical practice offers a road map for selecting patient care options and advancing one's career. With a robust clinical practice foundation, the nurse will show satisfaction with being knowledgeable in how to treat the patient, and the patient will indicate satisfaction with being able to trust their nurse. Clinical experience is the bread and butter of starting a nursing career. In clinical practice, the nurse will master the pathology of medical conditions and the individualized self-care routines required of the patient. In clinical practice, core skills are learned, such as bed baths, turning patients, and the importance of hygiene. When a nurse masters these skills, patient safety increases. When a nurse is successful in clinical practice, this prevents hospitals/medical institutions from having to pay for extra training once hiring newly graduated nurses

Application to Nursing

Practice

The selected quality improvement research findings emphasize the function of nurse educators in evaluating students' clinical practice competency (Immonen et al., 2019). Nurse educators must participate actively in the clinical practice experience. With experience in clinical practice, nurse educators can actively participate in clinical practice, especially in difficult situations, to turn this worry around for the better. This approach can enhance the student's learning experience and further explain any topics that may be unclear.

Education

According to the research, mentors use various methods to conduct assessments throughout clinical practice, depending on the specific issue assessed in each circumstance (Immonen et al., 2019). Mentors would benefit from clear rules and guidance since they are unsure about what is anticipated during assessments. Currently, there is no one best method for evaluating the proficiency of nursing students that is appropriate in all situations. Feedback and evaluation are based upon subjectivity and not objectivity. The mentor assigned must avoid the impact of personal bias and assess the nursing student using objective criteria.

Research

A further study may conduct additional research to determine which educational strategies could enhance mentors' abilities to perform clinical assessments and encourage students to meet learning objectives for developing their nursing competence (Immonen et al., 2019). From a nursing perspective, one may conduct further studies to ensure the mentors at clinical sites have expertise in the said specialty. Clinical mentors must have knowledge in the area they are placed so they can appropriately clear any gray areas or uncertainties the nursing student may have. To assist students' continual learning, mentors should improve feedback methods, and chances for reflection should be provided. A priority for further studies should include checking the consistency of clinical competence assessments.

Conclusion

Nurses must have the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the healthcare systems within which they work. When approaching quality to improve, nurses will utilize data to track the results of care procedures and

improvement techniques to create and test modifications to raise the standard and safety of healthcare delivery systems constantly. Nurses will appreciate that nursing students and other health professionals are a part of the care systems and processes that impact patient and family care. The nurse will take part in a cardinal event's root cause investigation. While nurses demonstrate these skills, they will recognize their own and other people's contributions to the results of overall treatment in local contexts (QSEN Institute, 2020). According to the reading, implementing supportive and ongoing evaluation within secure clinical learning environments and mentoring connections is necessary for clinical practice to be completed successfully (Immonen et al., 2019). The mentor-student relationship is a prerequisite for achieving transparency and mutual understanding in the evaluation process of the clinical experience. This topic is so important because implementing planned and organized clinical experiences will improve nurses' ability to think critically, make moral decisions, and work effectively with others. Without these learned abilities, future nurses will lack the core values and skills that make a "good" nurse.

References

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