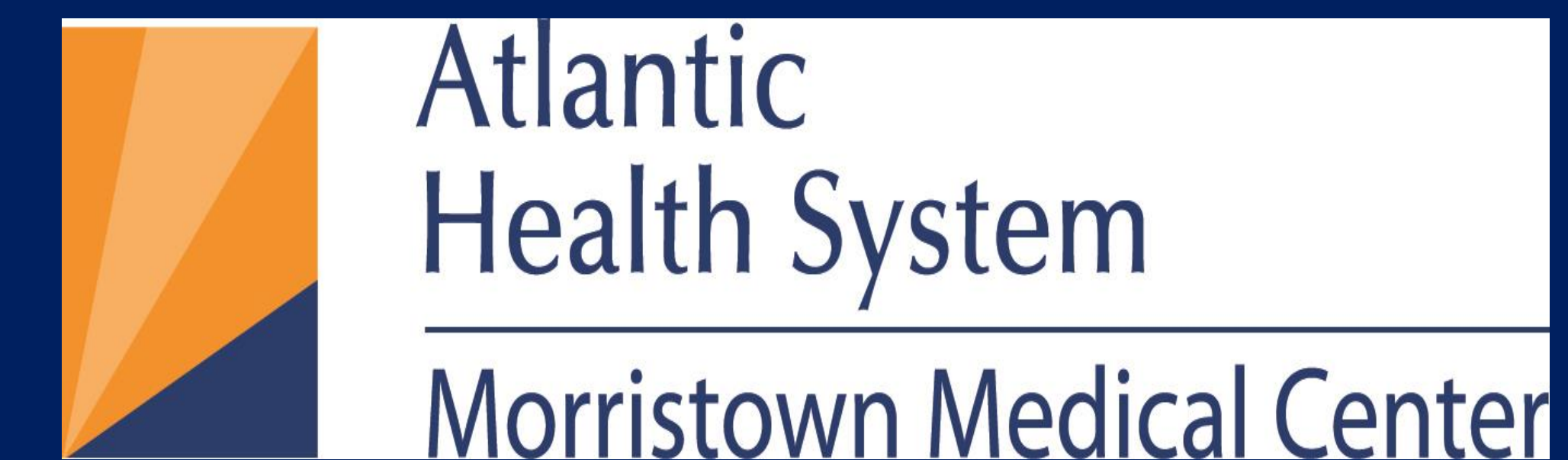


NURSING STUDENTS' EXPERIENCES USING A COMMUNICATION MNEMONIC

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BACKGROUND

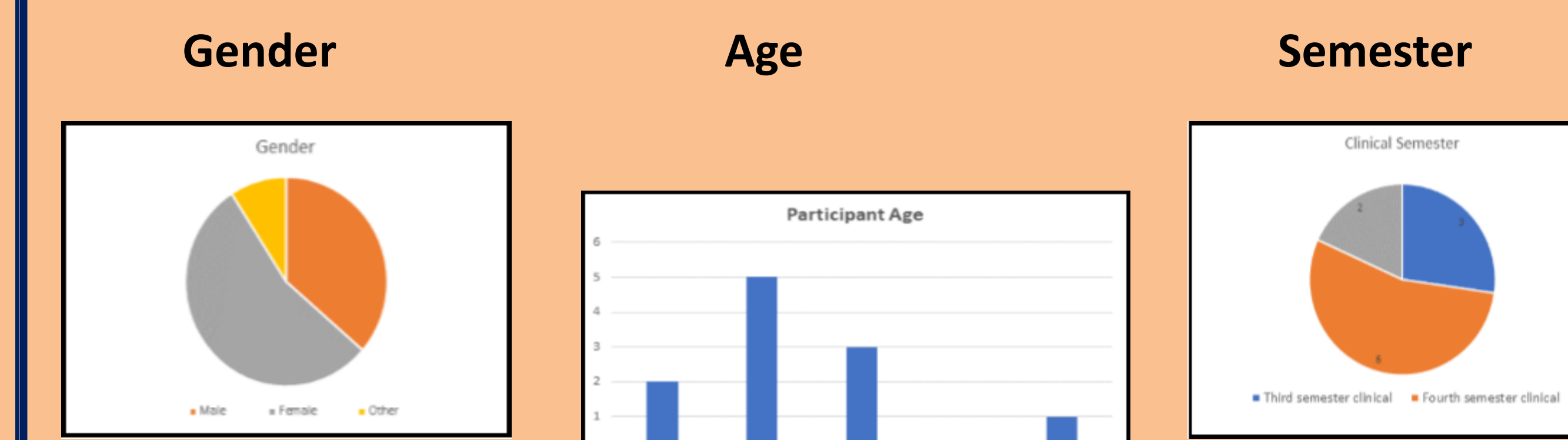
- Situation:** Clinical communication is a major contributing factor to a culture of safety in healthcare, competent effective patient care, and a salient factor in the enculturation of nursing students as they transition to practice.
- Background:** The use of the mnemonic, situation background assessment and recommendation (SBAR), improves information transfer. Nursing students are educated in the use of SBAR in the classroom and simulation labs, yet little is known about the student nurse experience in its use within the clinical setting.
- Assessment:** A sample of 11 associate degree level nursing students were recruited and shared their experiences using SBAR in the clinical component of their nursing programs. Themes elicited from the study included the perceived benefits and challenges in SBAR use to organize and prioritize data when receiving or providing clinical communication hand off.
- Recommendation:** Important considerations for faculty and clinical education designers are presented in how to facilitate and support nursing student communication within the clinical setting.

METHODS

- Design:** Basic qualitative, descriptive designed study.
- Explored participant experiences through semi-structured interviews
 - Utilized a field-tested interview protocol
 - Seven broad questions and probes
- A Purposive Sample:** Recruited from North-eastern nursing schools
- 11 Associate degree level senior nursing students or recent graduates with less than six months of experience
 - Recent use of SBAR in student role in clinical setting
- Data Collection:**
- Audio-recorded semi-structured interviews
 - Researcher field notes with reflections
 - Manual transcription of transcripts
 - Follow-up participant member checks
 - Concurrent data analysis during data collection phase
 - Recruitment and data collection concluded at data saturation
- Data Analysis:**
- Transcripts were reviewed manually
 - Meaning units & themes transferred to frequency table
- Three levels of coding analysis**
- First level: Open coding
 - Second level: Sequential/Concept coding
 - Third level: Theoretical coding



SAMPLE



FINDINGS

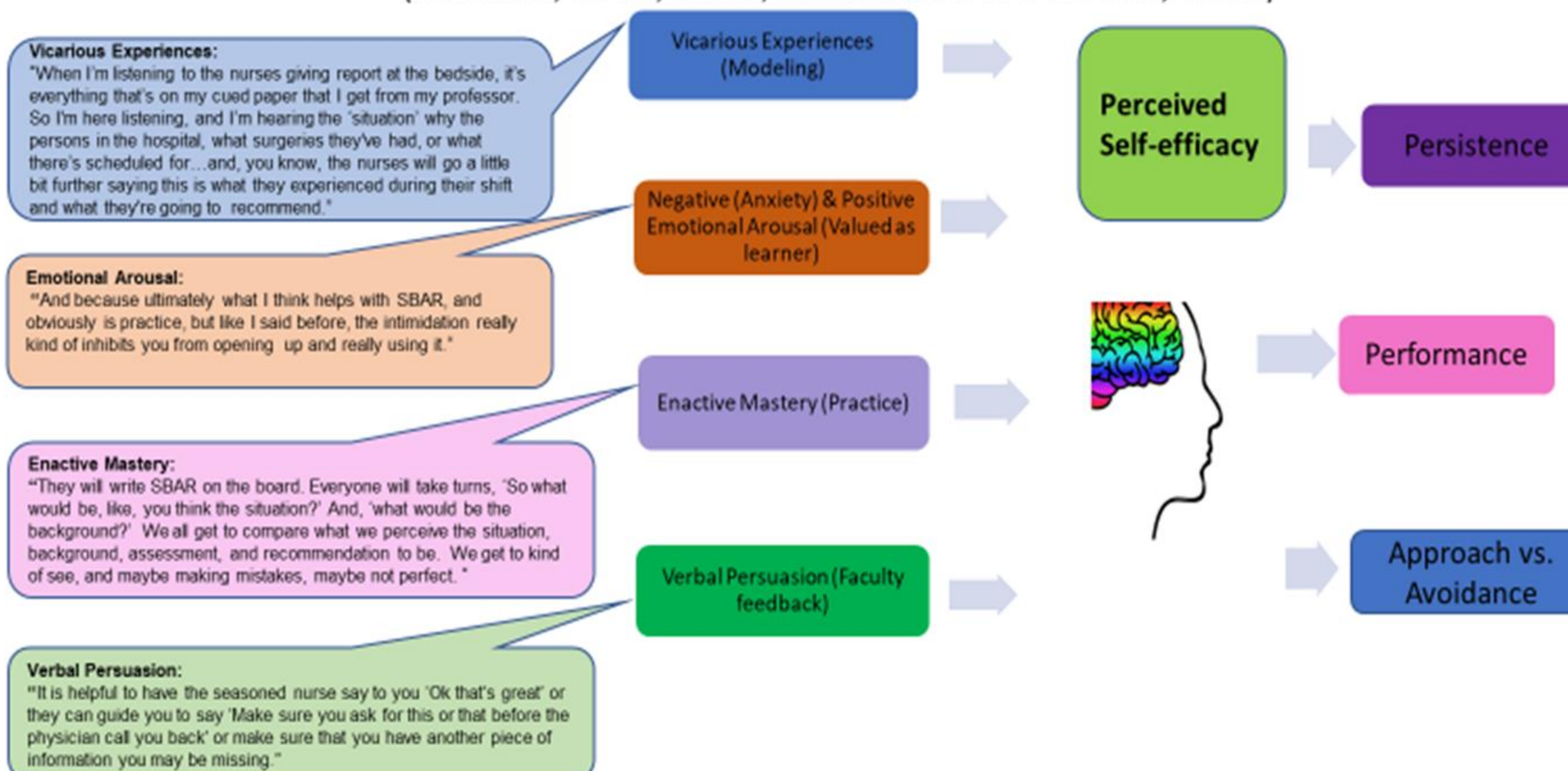
- Challenges:** Participants experienced various challenges due their inexperience, lack of confidence, and role as a student within the clinical setting.
- Learning Strategies:** Participants overcome challenges with support from their faculty and internal and external resources to negotiate their role as they transition to practice. Strategies included:
- Multimodal practice (Enactive Mastery)
 - Practice with peers
 - Simulation/role Play
 - Care plans
 - Modeling by experts in the field (Vicarious Experiences)
 - Feedback and coaching by faculty (Verbal persuasion)
 - Feeling valued (Emotional Arousal)

RESEARCH QUESTIONS

- Central research question:** How do senior associate degree nursing students describe their experiences with the SBAR mnemonic within the clinical learning environment?
- Sub-questions:**
- How do the nursing students describe the way they utilize the SBAR mnemonic to relay clinical communication within the clinical learning environment?
 - What do the nursing students describe as the benefits and challenges in the use of the SBAR strategy for nursing student clinical communication in the clinical learning environment?

THEORETICAL MODEL

Social Cognitive Learning Theory (Bandura, 1989, 2012; Howardson & Behrend, 2015)



DISCUSSION/IMPLICATIONS

- Discussion/Implications:** All participants agreed that mastering SBAR is an essential skill and suggested SBAR education be introduced early and practiced actively throughout their nursing program in multiple ways. Limited clinical sites, large student to faculty ratios, and the fast-paced highly complex clinical setting might not allow for as much clinical support and modeling nursing students desire.
- Recommendations:** Further research on the use of SBAR is indicated with other nursing student populations (BSN), varied language preferences, and newer clinical teaching models (immersions & dedicated preceptor) to investigate the best approaches to support clinical communication.
- References:** Provided as an addendum