

Roles of clinical faculty in promoting the practice of patient safety by nursing students

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Abstract

Patient safety is a major concern in nursing and healthcare delivery. It is related to the quality of care and is the responsibility for all healthcare professionals. As the users of healthcare services for educational purposes, nursing faculty and nursing students practicing in the hospital carry the responsibility of their practice for the sake of patient safety. While patient safety has been taught in nursing school, it is important to ensure that this topic is well practiced by nursing students in their clinical practicum. The nursing faculty plays an important role in this regard. This editorial proposes the roles of clinical faculty in promoting the practice of patient safety by nursing students through various teaching modalities. By understanding and implementing the roles, clinical faculty is expected to ensure that nursing students are able to promote patient safety during their clinical practice.

Keywords: clinical faculty role; clinical practice; nursing students; patient safety

A patient safety is a top priority in healthcare delivery with the responsibility to maintain patient safety weighted to all healthcare professionals. Due to 24-hour patient care, nurses are vital to ensuring patient safety. Hence, nursing education plays a key role in preparing nursing students to possess essential competences to ensure the security of their practice for the sake of patient safety.

Although topics regarding patient safety have been taught in nursing schools, patient safety incidents and adverse events have been reported among nursing students (Bickel et al., 2020; Noviyanti et al., 2018; Stolic et al., 2022). It was found that nursing students commit 6-1.1% of medical errors in their clinical placement, such as errors in medical calculation, administering wrong medication, omission of medical administration, and incorrect patients' name (Stolic et al., 2022). Moreover, about 94.2% of error types committed by nursing students was associated with medication administration (Bickel et al., 2020). An interesting piece of evidence is that the incidence of errors committed by nursing students often occur in the absence of a clinical instructor (Noviyanti et al., 2018). This calls attention to reconsidering teaching-learning methods on patient safety in the undergraduate nursing curriculum. In this editorial, we propose roles for nursing faculty staff in promoting nursing students' patient safety competencies.

First, nursing faculty staff can enhance their students' patient safety competence through applying innovative teaching and learning approach. Students should undergo clinical simulation in a nursing laboratory before their clinical placement to confirm that they possess adequate skills before their clinical placement. Simulation-based education can help to improve students' confidence regarding patient safety (Brown et al., 2020). In addition, it is highly recommended to arrange the nursing laboratory to be somehow near to a real-life setting with the necessary equipment and supplies in order to facilitate students to confidently perform correct nursing procedures in the actual setting (Relloso et al., 2021).

Secondly, nursing faculty staff should create a psychologically safe

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learning environment during clinical supervision. This empowers students to express concerns, present ideas for improvements, or raise issues to protect patient safety (Hardie et al., 2022).

Thirdly, nursing faculty staff need to provide a standardized checklist for nursing procedures that are practiced by students in both the nursing laboratory and hospital. A well-designed standardized checklist that includes information on what, when, how, and by whom interventions are performed contributes to reducing errors in routine and emergency (Relloso et al., 2021).

Fourthly, interprofessional education on patient safety should be developed. As teamwork is an essential component of patient safety competence, the nursing faculty should encourage nursing students to be part of a patient-care team and work collaboratively with the team. Consequently, students will be socialized and engaged in a patient safety culture.

In conclusion, ensuring patient safety is the responsibility of all personnel, not only hospital staff, but also users from educational institutions. Nursing faculty staff take key roles in promoting nursing students' patient safety competences by applying various teaching modalities. When students are able to ensure patient safety during their clinical practice, it is expected that they will continue promoting patient safety after they graduate and become a nurse.

Declaration of Interest

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Data Availability

Data sharing is not applicable to this article as no datasets were generated or analysed during the current study.

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