

About Safe Consciousness of Nursing Students in their Clinical Training

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Abstract. The purpose of this research is to obtain some suggestions in relation to medical safety education, by getting to know what students think about the safety promotion during clinical training.

Results: The total codes of 142 were extracted from their utterances in relation to “Potentially serious medical errors and incidents, and measures to prevent them.” As a result, 13 subcategories and six categories were extracted. These six categories are: “Share information by reporting, communicating and consulting,” “Follow the rules and make sure by double-checking,” “Understand what state and situation a patient is in,” “Manage private information,” “Manage health of nursing staff,” and lastly “Acquire knowledge and skill that can be put into practice.”

Discussion: Education in safety promotion is indispensable for practicing nursing skills. A variety of methods have been employed including “danger prediction training,” and “simulation learning.” It goes without saying that safety promotion is important in the medical settings. Our future task is to develop measures to cultivate and nurture students’ own consciousness about safety control during clinical training in a learning environment, so that they would not cause accidents or incidents, or encounter them.

Keyword: Nursing Students, Safe Consciousness, Safety Promotion

1. Introduction

The current belief about medical accidents is that it is important to elucidate the cause and prevent them from happening, based on the awareness that human errors could happen to anyone. It is necessary to raise awareness of nursing students about safety at the stage of basic education of the nursing science.

Nursing is something that combines cure and care. It requires flexible management of a medical situation according to patient’ conditions, based not only on scientific professional knowledge but also on skills cultivated by knowledge learned from experiences. On the other hand, nursing can have significance only when it takes sides with the patient. As shown in a phrase “Be with the patient,” nurses are required to stand always on the same footing with patients and to support them. Based on these features of nursing, clinical training is indispensable and important for fundamental nursing education [1].

This study was carried out to obtain some suggestions in relation to medical safety education, by getting to know what students think about the safety promotion during clinical training.

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2. Materials and Methods

Eighty-three (83) nursing students, enrolled in the third-year course of Nursing Basic Education, were recruited for the research. The students had a brainstorming session with a theme of “Potentially serious medical errors and incidents, and measures to prevent them.” Students’ utterances were analyzed for their meaning and categorized inductively for further review. Students’ consent was obtained after they were told orally that their anonymity was guaranteed for whatever they say, and that their participation in the research would not affect in any way the accreditation and their school record.

3. Results

The total codes of 142 were extracted from their utterances in relation to “Potentially serious medical errors and incidents, and measures to prevent them.” As a result, 13 subcategories and six categories were extracted. Subcategories are indicated by « » while categories by [] .

Extracted subcategories are « Share information through reporting, communicating and consulting » « Communicate » « Do not act based on a decision made by one’s own impression and subjective assumption » « Make sure by double-checking » « Establish standardized rules » « Understand a patient » « Develop good medical environment » « Manage private information » « Manage health of nursing staff » « Take action with sufficient leeway of time » « Acquire practical skills » and « Obtain appropriate guidance » « Take standard precaution » .

Extracted categories are [Share information by reporting, communicating and consulting] [Follow the rules and make sure by double-checking] [Understand what state and situation a patient is in] [Manage private information] [Manage health of nursing staff] and [Acquire knowledge and skill that can be put into practice] .

4. Discussion

The term “Risk Management” is used on the title of the guidelines formulated by Japanese Nursing Association in 1999 and 2002 as well as in

many other occasions. On the other hand, the term “Iryo Anzen,” which means “Medical Safety,” is used in Medical Service Law, enforcement regulations of Medical Service Law and various guidelines issued by Ministry of Health, Labor and Welfare. As for World Health Organization, the term “Patient Safety Management,” is in use, which is translated into Japanese as “Kanja Anzen” or “Patient Safety.” Currently these terms are used in a mixed way depending on the situation [2].

The idea of safety promotion in Japan started with Safety School. Japanese Society of Safety Promotion defines Safety Promotion as: “to promote safety and security in a living environment with injury prevention in mind, while Health Promotion is to promote health with disease prevention in mind.” [3]

Education in safety promotion is indispensable for practicing nursing skills. A variety of methods have been employed including “danger prediction training,” and “simulation learning.” It goes without saying that safety promotion is important in the medical settings. Our future task is to develop measures to cultivate and nurture students’ own consciousness about safety control during clinical training in a learning environment, so that they would not cause accidents or incidents, or encounter them.

The result of this study reveals that the students are conscious, as a member of medical team, of the importance of “Patient Safety Management” such as [Share information by reporting, communicating and consulting] [Follow the rules and make sure by double-checking] [Understand what state and situation a patient is in] and [Manage private information] . At the same time it also elucidates that they are aware of the necessity of self-improvement in the fields of [Manage health of nursing staff] and [Acquire knowledge and skill that can be put into practice] .

It is assumed that enhancing their self-esteem could lead to the improvement of safety promotion; however, the difficulty of educating them to have enhanced self-esteem is predictable. There is prior research that concludes: “Many studies have suggested that students with high self-esteem have more adaptability. In addition, there are a group of students who learn from practical training. This group feels that they have a lot to learn although learning is difficult. These students do not

necessarily have high self-esteem but they score high in resilience. Understanding the significance of learning notwithstanding its difficulty could cultivate their capability to overcome the hardship without being discouraged.” The introduction to practical training is required to incorporate something that motivates students to understand its meaning and significance. One of the future challenges that we need to solve is to review and reorganize orientations for students at the time of introduction [4, 5].

One of future study themes is to find out the possibility that might lead to the improvement in the fields of **【Manage health of nursing staff】** and **【Acquire knowledge and skill that can be put into practice】**. This can be done by intentionally introducing the result of prior research, which have revealed that having a simple communication such as just saying hello could have positive impact on health-related behavior although there is no apparent change in self-esteem [6].

This report is positioned as an update on the one which I reported at the 2nd Asian Congress in Nursing Education (2016 ACiNE).

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臨地実習における看護学生の安全意識

徳珍温子

諸言：本調査は、看護学生自身が考える臨地実習におけるセーフティプロモーションを知ることによって医療安全教育への示唆を得るためこの取り組みを行った。結果：学生がとらえた「ひやりはっと・インシデント・事故防止対策」から、総コード142を抽出した。その結果、13のサブカテゴリーと6のカテゴリー[報告・連絡・相談を行い情報共有する][ルールを守りダブルチェックで確認する][患者や環境の状態を把握する][個人情報管理][看護者の健康管理][実践可能な知識と技術の習得]が抽出された。

考察：セーフティプロモーションに関する教育は、看護技術の実践には不可欠であり、「危険予知トレーニング」や「シュミレーション学習」など様々な方法で行われている。医療現場において、ヘルスプロモーションが重要であることは自明であるが、臨地実習という学びの場において、看護学生がインシデント・アクシデントを起こさない、遭遇しないためにおいて、学生自らが持つ安全をコントロールする意識を、どのように育てていくかが今後の課題であると考えられる。

キーワード：看護学生, 安全意識, セーフティプロモーション

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