Communication competence and patient safety: understanding the connection for safer care

Clair Graham
2014
Context

- Nurse Educator
- Safe effective patient care
- Nurse Education curriculum
- Nursing and Midwifery Council
- Patient safety paradigm
- Global agenda
- National strategy
Communication competence and patient safety inextricably linked

Student nurses did not identify communication as a patient safety concern

Patient safety seen to have a low profile within their training programme

Explicit inclusion of communication strategies and reflective learning increased students awareness of patient safety goals and had a positive impact on students experiences in communication.
To explore student nurses perceptions and experiential understanding of the connection between communication competence and patient safety.
Objectives:

- Gain meaning and form through the exploration of the lived experiences of student nurses in relation to communication competence and patient safety within both the theoretical and clinical components of their nurse training.
- Gain understanding through exploring the key aspects of communication competence and patient safety identified by student nurses.
- Analyse the areas identified by student nurses, where communication competence and patient safety are identified as good or where communication breaks down.
Hermeneutic Phenomenology Gadamerian Approach

* Further explores positive aspect of historicity and recognise our pre-understandings.
* Interpretation viewed as a fusion of horizons, different interpretations brought together through the dialogue.
* Frequently returning to the phenomena, process of discovery is dynamic and continuous; hermeneutic circle.
Methods

* Identification of researcher pre-understandings (2 cycles)
* Gaining understanding through dialogue with participants; group interviews (2 cycles)
* Gaining understanding through dialogue with the text-analysis process
* Establishing trustworthiness: *credibility, dependability, confirmability and transferability*

References


