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Strengthening Nursing Safety Education Through Evidence-Based Digital Reporting Competencies, Standardized Terminology and Proactive Safety Management

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30th 1996-2026 GIMBE EVIDENCE FOR HEALTH

Background

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Digital healthcare requires nurses who can:

- recognise risks,
- report consistently and
- learn from safety data.

Safety education must evolve towards proactive, data-informed safety management:



Aims

- Examine graduating nursing students' attitudes and preparedness for patient and occupational safety.
- Identify gaps in safety knowledge, communication and incident reporting competencies.
- Explore how reporting-related competencies can inform a proactive, digitally supported safety education framework.

Methods

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DESIGN
Quantitative cross-sectional study

SAMPLE
n = 220 graduating nursing students
Surveyed after final thesis defence

TOOL
Structured two-part questionnaire
1. Preparation for patient safety in clinical practice
2. Patient safety competencies & attitudes

ANALYSIS
Descriptive statistics: frequencies & percentages

Results — Effectiveness of Safety Education

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PERCEIVED EFFECTIVENESS

88.7%

rated safety education as effective

47.6% Very effective
24.2% Somewhat effective
16.9% Effective

SELF-REPORTED PATIENT SAFETY KNOWLEDGE

BEFORE TRAINING

51.6%

predominantly average knowledge

AFTER TRAINING

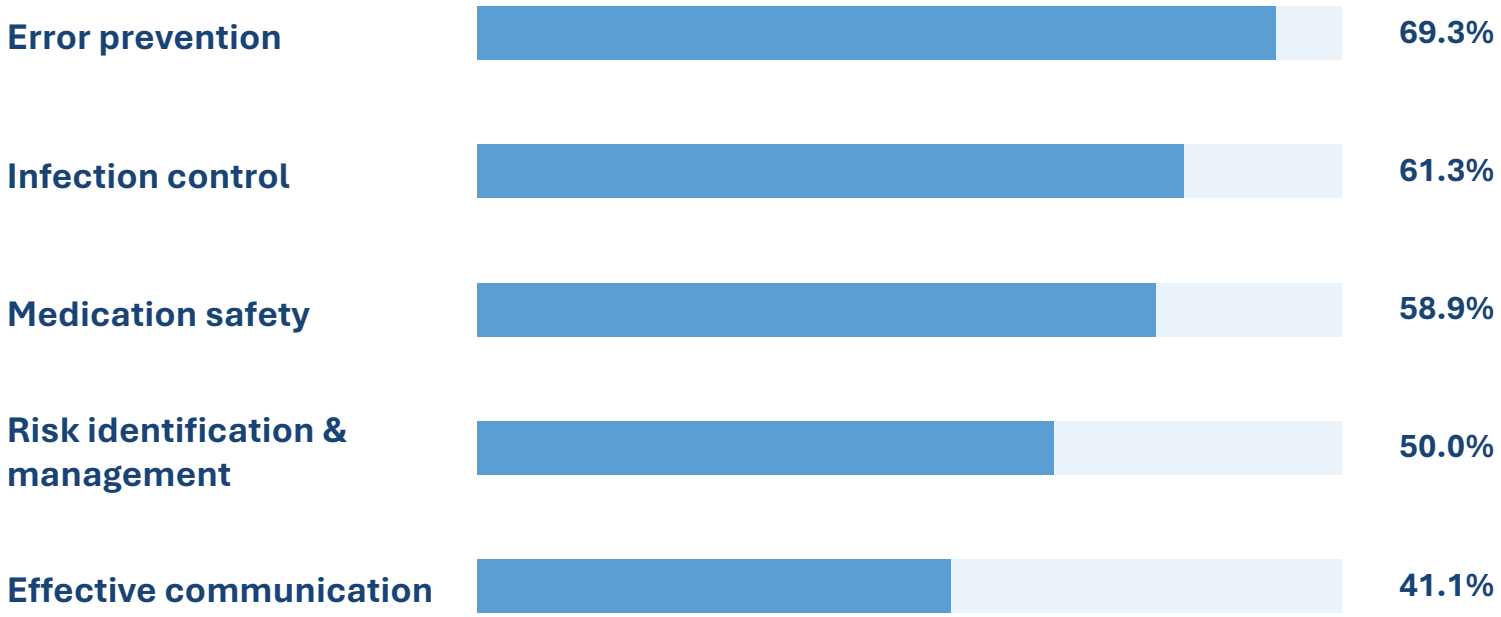
77.4%

high or very high knowledge

KEY MESSAGE **Safety education was perceived as effective and was associated with higher self-reported patient safety knowledge.**

Results — Patient Safety Content in Nursing Education

MOST FREQUENTLY ADDRESSED SAFETY DOMAINS



WHAT STANDS OUT?

Strongest emphasis

Error prevention
Infection control
Medication safety

Less consistent

Communication & risk management

KEY MESSAGE

Core clinical safety topics were well represented, while communication and risk-management content was less consistent.

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Results & Implication — From Reporting to Proactive Safety

REPORTING COMPETENCE AS A LEARNING PATHWAY



STUDY SIGNAL

Students reported confidence in discussing errors and responding to incidents.

EDUCATIONAL IMPLICATION

Standardised terminology and technology-supported reporting need systematic curricular integration.

KEY MESSAGE **Reporting becomes a safety competency when it generates data for learning, risk recognition and prevention.**

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Limits

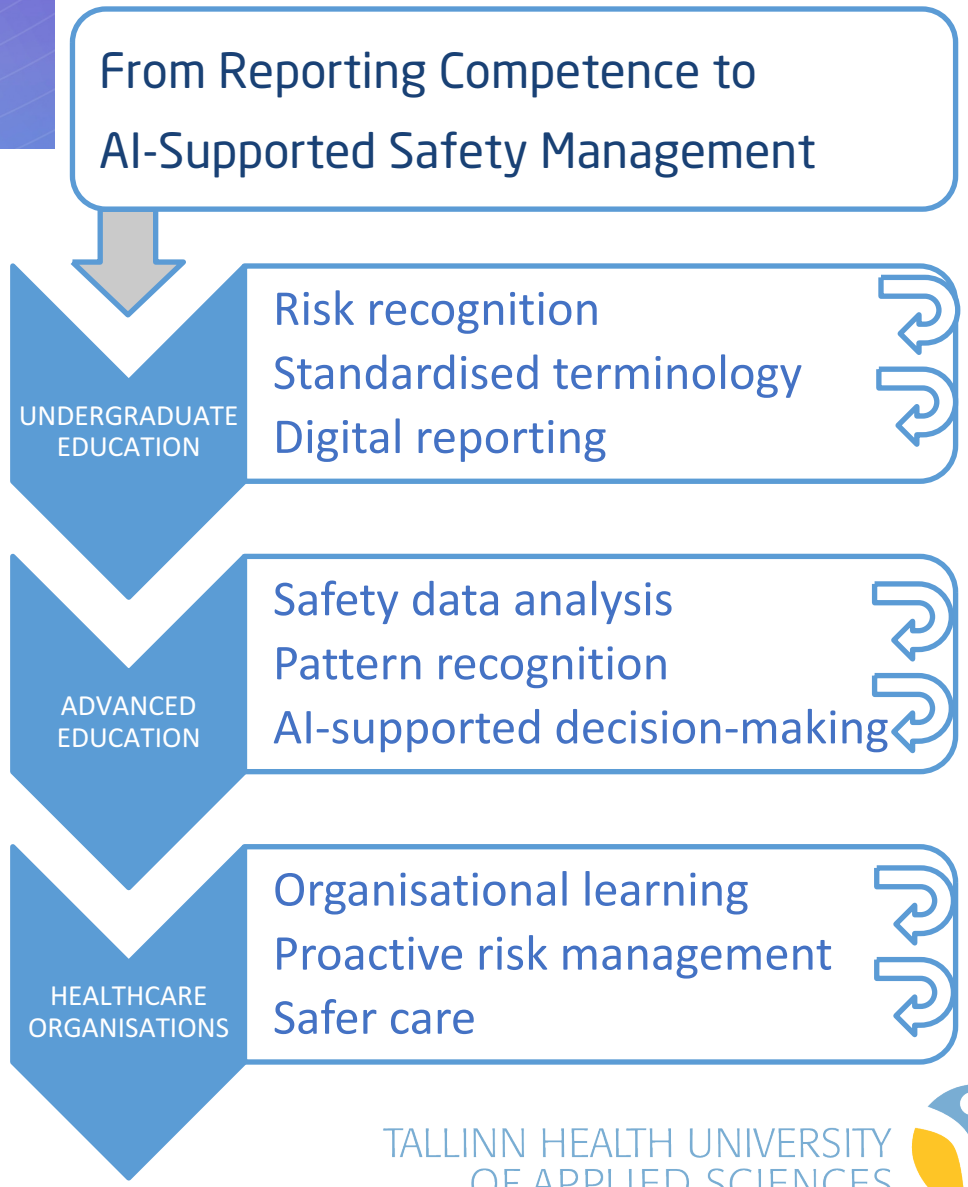
- The study reflects one educational context, limiting broader generalizability.
- Findings are based on students' self-reported perceptions and confidence rather than objectively observed reporting performance.
- The proposed educational framework requires validation across institutions and clinical learning environments.
- Future research should examine transfer of reporting competencies into clinical reporting and organizational learning.

Conclusions

- Digital reporting is a core professional safety competency.
- Standardised terminology and reporting competencies should be systematically integrated into undergraduate nursing education.
- Reporting must lead to learning: safety data should support risk recognition, evidence-informed decisions and proactive safety management.

Take-home message

The ultimate goal is not more reporting – it is learning from safety data before harm occurs.



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Thank you

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Questions?

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