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Clinical Judgement and Knowledge in Nursing Student Medication Administration

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CLINICAL JUDGMENT AND KNOWLEDGE IN NURSING STUDENT
MEDICATION ADMINISTRATION

A practice dissertation presented to
the Faculty of the Department of Nursing, College of Health Professions
Sacred Heart University

In partial fulfillment of the requirements
For the degree of Doctor of Nursing Practice

By
Leona Konieczny, MPH, BSN, RN-BC

Approved: Date
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Abstract of Practice Dissertation

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Approved:

March 13, 2013

Leona Konieczny, MPH, BSN, RN-BC, Member
Bernard E. Ferguson, MD, Member
Jane L. Steigman, Chairperson
Abstract

The increased use of prescription medication results in the need for increased pharmacologic education in nursing pre-licensure programs. Increased knowledge and use of clinical judgment in medication administration can lead to improved patient outcomes and improved methodology for teaching pharmacologic nursing to students. Nursing educators may benefit from monitoring the efficacy of high-fidelity simulation as compared to low-fidelity simulators. The purpose of the study was to assess the effect of high-fidelity simulation on nursing students’ knowledge and clinical judgment in medication administration. At the beginning of the senior year of pre-licensure study, 126 nursing students were randomly assigned to two groups. Using a static mannequin, 65 students participated in low-fidelity simulation. Using a human patient simulator, 61 students participated in high-fidelity simulation. The students participated in three scenarios requiring medication administration. The pretest scores mean was the same for both groups at 5.00. The posttest mean for the high-fidelity simulation group was 8.15. The posttest mean for the low-fidelity simulation group was 7.02. Two of the 11 components of the Lasater Clinical Judgment Rubric demonstrated a significant difference between the groups. Pearson Chi square showed Noticing: Recognizing Deviations ($p = 0.35$) and Reflection: Self-Analysis ($p = 0.32$). In the high-fidelity group, 13.1% were exemplary in all areas as compared to 4.6% in the low-fidelity group. Evidence support continued use of the
laboratory to enhance students’ knowledge of pharmacologic nursing. The use of the Lasater Clinical Judgment Rubric may be used in addition to the current clinical evaluation tool for the course. The use of high-fidelity laboratory may be used to ensure that critical information is provided to offset the variability in clinical sites. Written reflection may be used after learning using simulation in addition to clinical experience reflective journals. High-fidelity simulation may be used as an added benefit for the high performing or honors students.

Keywords: Medication Administration, Simulation, and Clinical Judgment
RULES COVERING USE OF PRACTICE DISSERTATIONS FROM THE DEPARTMENT OF NURSING, COLLEGE OF HEALTH PROFESSIONS, SACREDHEART UNIVERSITY

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