

Title:

The Lived Experience of Nursing Faculty Teaching Nursing Students to Manage Medications

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Session Title:

Reducing Medication Errors in Education

Slot:

F 10: Monday, 30 October 2017: 9:30 AM-10:15 AM

Scheduled Time:

9:50 AM

Keywords:

management, medication and teaching

References:

Braungart, M. M., Braungart, R. G., & Gramet, P. R. (2014). Applying learning theories to healthcare practice. In S. B. Bastable (Ed.), *Nurse as educator: Principles for teaching and learning for nursing practice* (4th ed.) (pp. 63-110), Burlington, MA: Jones & Bartlett Learning.

Orbaek, J., Gaard, M., Fabricius, P., Lefevre, R. S., & Moller, T. (2015). Patient safety and technology-driven medication – A qualitative study on how graduate nursing students navigate through complex medication administration. *Nurse Education in Practice*, 15(3), 203-211. doi:<http://dx.doi.org/10.1016/j.nepr.2014.11.015>

Rizzolo, M. A., Kardong-Edgren, S., Oermann, M. H., & Jeffries, P. (2015). The National League for Nursing project to explore the use of simulation for high-stakes assessment: Process, outcomes, and recommendations. *Nursing Education Perspectives*, 36(5), 299-303. doi: 10.5480/15-1639

Abstract Summary:

Medication management is a world wide problem. The naivete inherent in nursing students makes them particularly susceptible to medication errors. Understanding best practice for teaching nursing students to manage medication could help prepare student nurses to enter the workforce better prepared to manage medications safely and reduce medication management errors.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to describe three themes that describe the lived experience of nursing faculty teaching nursing students to manage medications.	The themes of Thinking, Practicing, and Evaluating will be explored to describe the lived experience of nursing faculty teaching nursing students to manage medications.
The learner will be able to explain how Fitz and Pozner's Motor Learning Theory can be applied to teaching nursing students to manage medications.	How to apply Fitz and Pozner's Motor Learning Theory to teaching nursing students to manage medications will be thoroughly discussed.

Abstract Text:

Background: Since the Institute of Medicine's report *To Err is Human* (1999) identified medication errors as major contributor to morbidity and mortality in health care settings. This call-to-arms elicited an international push to improve patient safety. Many forces in the health care field have increased their effort to find ways to reduce that morbidity and mortality associated medication errors. This study sought to add to the body of knowledge related to reducing morbidity and mortality related to medication management.

Purpose: The purpose of this study was to gain an understanding of the lived experience of nursing faculty teaching nursing students to manage medications. Specifically how is medication management being taught and how is it being evaluated.

Philosophical Underpinning: This study was developed using the theoretical framework of phenomenology as described by Husserl.

Methods: Moustakas' methodology of engaging in investigational phenomenological research was used to operationalize the study.

Results: While analyzing the data, the themes of *Thinking*, *Practicing*, and *Evaluating* emerged as basic elements of the essence of the lived experience of nursing faculty teaching nursing students to manage medications. The subthemes of cognitive thinking and dosage calculation emerged in association with the *Thinking* theme. Focusing and improvising emerged as subthemes of the *Practicing* theme. The theme of *Evaluating* was found to include the subthemes of testing, dosage calculation, and clinical/simulation. The findings are applicable for use in conjunction with the concepts of motor learning theory.

Conclusions: The inexperience of nursing students makes them susceptible to making medication management errors. Understanding the lived experience of nursing faculty teaching nursing students to manage medications could aid in improving methods to teach nursing students to manage medications. More practice in more realistic settings could help improve nursing students' ability to manage medications safely upon entry to the workforce. Application of Fitz and Pozner's Motor Learning Theory could be a useful tool in teaching nursing students to manage medications safely.