

Title:

An Interprofessional and Nursing Science Approach in Implementation of an Undergraduate Nursing Pharmacology Course

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Health as Expanding Consciousness, Interprofessional collaboration and clinical reasoning

References:

Cappelletti, A., Engel, J., &Prentice, D. (2014). Systematic review of clinical judgment and reasoning in nursing. *Journal of Nursing Education*, 53, 453-462. DOI: 10.3928/01484834-20140724-01

Stec, M. (2016). Health as expanding consciousness: Clinical reasoning in baccalaureate nursing students. *Nursing Science Quarterly*, 29, 54-61. Doi:10.1177/0894318415614901

Abstract Summary:

As a result of a study on clinical reasoning, this researcher broadened the application of Newman's theory beyond clinical instruction and collaborated with a pharmacist in implementation of an undergraduate nursing pharmacology course. Students gained insight into pharmacological principles from a pharmacist and nurse perspective.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Apply the theory of "Health as Expanding Consciousness" in the development of an undergraduate nursing pharmacology course.	1. Review "Health as Expanding Consciousness" Theory. 2.Share the results of the that the meaning of clinical reasoning is: Patterns of Relating, Knowing and Decision Making. 3. Students gain insight from experience nurses and members of the interprofessional team.
Design an undergraduate nursing pharmacology course in collaboration with a member of the interprofessional team.	1. Gain insight form an experienced pharmacist related to drug interactions and adverse effects. 2.Share nursing interventions related to understanding and administering medications.
Promote clinical reasoning and pattern recognition in undergraduate nursing students when administering medications.	1. Course content contains important typical and atypical pattern response to medications. 2. Expand students thinking beyond technical skills.

Abstract Text:

Clinical reasoning has been identified as a necessary skill for practice in nursing. Multiple studies suggest that a gap exists between the education of nurses and their ability to transition into practice. In addition to possessing necessary knowledge and skills specific to the discipline of nursing, nurses must possess clinical reasoning skills to think through a situation as the patient's condition changes. To make a clinical judgment, nurses use an analytical process that includes pattern recognition, an attribute of clinical reasoning. This analytical process of clinical reasoning is more developed in experienced nurses in contrast to novice nurses.

Newman's theory of Health as Expanding Consciousness served as the theoretical framework to study the phenomenon of clinical reasoning. Newman's Research as Praxis methodology was used to collect and analyze data. Individual interviews were conducted with seven participants. Together with the participants, the researcher gained an understanding of how the participants made decisions through the clinical reasoning process.

Patterns of individual participants and across participants were examined to gain an understanding of the whole pattern of clinical reasoning. The patterns of relating, knowing, and decision-making emerged in the participants and contributed to the evolving pattern of clinical reasoning. The meaning of clinical reasoning for these participants was establishing a relationship with a patient to interact and connect with them. Through formulation of a connection and trusting relationship, participants gained information to make clinical decisions that facilitated a transformation. The evolving pattern of clinical reasoning was a maturing process over time as the participants gained insight and expanded consciousness through multiple experiences and interactions with members of the interprofessional team and the instructor.

Implications for nursing science and research include that pattern recognition by the participants in nurse-patient interaction substantiate empirical support for the Health as Expanding Consciousness theory. The findings broadened the theory to how students think in the clinical area. In both education and practice prolonged engagement facilitates nurse-patient interaction to learn patient patterns. Collaboration with members of the interprofessional team inspires the understanding of another's thinking process. As a result of this study the researcher broadened the application of the Health as Expanding Consciousness theory beyond clinical instruction and collaborated with a pharmacist in the development and implementation of an undergraduate nursing pharmacology course. Students gain insight into pharmacological principles from both a pharmacist and nurse perspective. Therefore students expand their consciousness and apply these principles to the clinical reasoning process when interacting with patients and administering medications.