



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



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Abstract

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.

Clinical Reasoning

The Evolving Pattern

Maturing process over time
Decision-making process
Career
College choice
Action to affect a patient outcome
Clinical reasoning process
Gaining insight through interactions
Curriculum that promoted growth

The Meaning

Establishing a relationship
Form a connection in a trusting relationship
Gain information to make a decision
Affect a patient transformation

Pattern of Knowing

Apply knowledge learned in multiple and varied interactions to gain insight
Connection promoted the interaction

Enhanced knowledge

Instructors
Preceptors
Interdisciplinary team members

Understand the present patient situation

Build knowledge for future patient interactions

Progress through the curriculum

Build a body of knowledge of patterns for future interactions



Implications

Science and Research

Substantiated support for HEC
Expanded the application of HEC to study nursing education

Nursing Education

Pattern recognition
Clinical assignments
Clinical evaluation tools

Nursing Practice

Facilitate prolonged interaction
Interaction of novice nurses
Experienced nurses
Interdisciplinary team members



Pattern Recognition

Curriculum

Promote pattern recognition through facilitation of prolonged nurse-patient interaction
Assign same patient over continuous days or 12 hour shifts
Opportunities for direct link of classroom and patient situations
Facilitate the gaining of insight into patient patterns by having students collaborate with experienced nurses and pharmacists

Interprofessional Collaboration

Sophomore Level: Pharmacology for Generalist Nursing Practice
Integrate knowledge of pharmacodynamics and pharmacokinetics with patient case studies

Highlight the patterns of drug interactions and expected patient response
Interprofessional collaboration of a Nurse Educator and Pharmacist, teaching together at each class

Nurse Educator presents Nursing Diagnosis and patterns of patient therapeutic and non therapeutic response

In classroom delivery: Sample of NCLEX-RN items for discussion

Case Study discussion related to drug interaction in patients with certain diagnosis

Faculty: link the course outline, current knowledge and competencies to the patient situation

Medication administration throughout the curriculum

Increase complexity of patient assignments over time

Senior Internship: Assign students to complex patients and provide each student opportunities to collaborate with the pharmacist assigned to their unit to gain insight as to how the pharmacist thinks about a patient situation

References

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