Abstract

ABSTRACT

Introduction

Administering medications to patients remains one of the most important-and legally most risk-filled-aspects of nursing practice today. Students’ lack of complete knowledge regarding pharmacology and skills in drug administration can have adverse impact on the quality of care and also threat to patient’s life. Using video form of learning could enhance students’ capabilities in attaining skills in drug administration through repeated learning.

Objectives

The present study aimed at comparing the effectiveness of two teaching learning approaches in teaching respiratory medications and principles of drug administration. The objectives of the study are to-

• Develop two teaching learning modules - Active lecture cum live demonstration and Active lecture cum video demonstration.
• Compare the outcome of two teaching learning modules in terms of UG students’ competency in drug administration
• Determine the influence of students’ competence in drug administration on the patients’ understanding to drug therapy.
• Obtain UG Nursing students’ opinion on the Active Lecture cum live demonstration and active lecture cum video demonstration form of learning.
• Correlate between the students’ competence in drug administration and their performance in pharmacology in the second year university examination.
Abstract

Methods and materials

The quasi-experimental study on two teaching learning approaches to learn pharmacology and also assess their competency in drug administration selected 167 second year B.Sc. nursing students (80 control & 87 experimental). Instruments for the study included students’ profile, structured questionnaire on oral drug administration, observation checklist on oral drug administration, metered dose inhaler (MDI), Nebulization, Mini Peak flow meter and an Interview schedule for patients on understanding of the drugs prescribed for them. The two different methods utilized were the live demonstration (control) and video form (experimental) of learning inclusive of active lecture cum discussion and a quiz program on respiratory drugs. After the entire teaching learning process was over the video form of learning was crossed over and given to the control group for its comparison.

Result

Experimental group showed significant higher post-test score in all the teaching learning areas. Students opined that pharmacology subject needs varied form of learning strategies to make an impact in the clinical practice.

Conclusion

For the rising number of students enrolled in a nursing college, video form of learning can be effective tool to enhance students’ clinical skills through repeated viewing of the procedures.