

Effectiveness of planned teaching programme on knowledge regarding medication errors among nursing students

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BACKGROUND OF THE STUDY

A medication error is a failure in the treatment process that leads to, or has the potential to lead to, harm to the patient. Medication error can occur in deciding which medicine and regimen to use, writing the prescription, manufacturing the formulation, dispensing the formulation, administering or taking the medicine, monitoring therapy. They can be classified, using a psychological classification of errors, as knowledge, rule, action, and memory-based errors. Reporting of errors should be encouraged by creating a blame free, non-punitive environment.

Medication delivery is a complex, multi-stage process, with potential for errors to occur at any time from the ordering of the medication to the administration of the drug to the patient. The latter type of error is of particular concern, as administration errors are the last stage of the medication delivery process and are least likely to be intercepted. For example, a study by Leaped et al.⁵ found that administration errors accounted for 38% of medication errors, and only 2% of these errors were intercepted. In the medication administration process, errors may be understood in the context of the '5 rights' of safe delivery: right patient, right drug, right dose, right route, and right time.

STATEMENT

A pre-experimental study to assess the effectiveness of planned teaching programme on knowledge regarding medication errors among nursing students at selected nursing college, Indore.

OBJECTIVES OF THE STUDY WERE –

- To assess pre interventional knowledge regarding medication errors among nursing students.
- To assess the post interventional knowledge regarding medication errors among nursing students.

HYPOTHESIS –

- RH0 – There will be no significant difference between pre-test and post-test knowledge score regarding medication error among Nursing students.
- RH1 – There will be significant difference between pre-test and post-test knowledge score regarding medication error among Nursing students.

METHODOLOGY –

In this study examination the agent has embraced Pre-test one gathering pre-test, post-test outline. Pre-test configuration is an exploration outline that does exclude system to adjust for the nonattendance of either randomization or a control gathering. Pre-exploratory outline is the one in which the specialist has little control over the examination. Furthermore, the one gathering pre-test, post-test configuration gives correlation between a gathering of subjects when the exploratory treatment.

INTERPRETATION AND CONCLUSION -

After administration at day seven the average (Mean \pm Standard Deviation) score to judge the knowledge (14.0 ± 3.51 points) among nursing students found to be significantly greater and improved as compared to average score of knowledge (5.83 ± 3.07 points) at baseline stage. However, difference of 8.17 points in mean score of knowledge of nursing students were statistically strongly ($p < 0.001$) significant between pre and post administration.

RESULTS –

The findings in the study proved that planned teaching programme is an effective way to acquire knowledge as well as to change the knowledge of nursing students regarding medication errors in selected college of Indore city.

overall, carrying out the present study was really an enriching experience to the investigator. It also helped a great deal to explore and improve the knowledge of the researcher and respondents. The constant encouragement and guidance by the guide, faculties, co-operation and interest of the samples in the study contributed to the fruitful completion of the study.

KEY WORDS –

Effectiveness, Structured Teaching Programme, Knowledge, Medication errors.

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