



ASSESSING THE GRADUATING STUDENTS' PHARMACOLOGICAL KNOWLEDGE AND CALCULATING ABILITIES AND EXPLAIN THEIR SELF-RATED PREPAREDNESS TO SAFE DRUG TREATMENT IN PRACTICE

¹Dr Hira Khalid, ²Dr. Aliya Abrar, ³Dr. Hafiza Saadia Shakeel, ⁴Nauman Qamar, ⁵Dr. Mashal Khan, ⁶Naba Shabbir

¹Fatima Memorial Hospital Lahore, hira.k.0562@gmail.com

²Lecturer in Forensic Medicine Department, Sir Syed College of Medical Sciences For Girls Karachi, draliya707@gmail.com

³Allied Hospital, Faisalabad, h.saadiashakeel07@gmail.com

⁴Department of Special Education, GOP, enqamar@hotmail.com

⁵Medical Officer, mashalsaghirkhan786@gmail.com

⁶Junior Lecturer, Rashid Latif College of Pharmacy, Lahore, naba.shabbir34@gmail.com

ABSTRACT:

Aim: On two nurse academic opportunities, assess graduating students' pharmacological learning and calculating abilities and characterize its self-rated preparedness to secure drug treatment in practice. Furthermore, the paper presents specific pharmacological aspects in nursing education in Lahore, Pakistan.

Methods: Fifteen nursing schools (bachelor's degree in nursing [N=9] and diploma in nursing [N=9]) remained invited to give information about its pharmacological program in addition to allow its graduating students to take the Medication Learning and Computation test in May 2021.

Results: The 15 selected participants have a wide range of pharmacology courses. Average values on the pharmacology and math sections for bachelor's degree students remained 57% and 68%, correspondingly, and 53% and 54% for diploma students. On the scale of 1-11, 28% self-appraised their readiness. The results varied greatly among schools.

Conclusions: Nursing students' pharmacological informational also calculating capabilities remain restricted sometime before graduation. Aside from the examination results, students did not believe they were capable of providing safe pharmaceutical treatment in practice. Schools must remedy the deficiencies. In practice, understanding of the freshly graduate's potential limits are required.

Keywords: Nurse Academic Opportunities, Graduating Students' Pharmacological, Self-Rated Preparedness.

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INTRODUCTION:

Nurses devote a significant amount of time to drug administration and play a vital part in pharmacotherapeutic care [1]. A nurse in long-period medical coverage 64 to 85 minutes to give medicine to 16 patients, beginning with arranging the medication cart and buying supplies and finishing with both nurse returning to medication cart afterwards previous prescription [2]. Observations of the work process in hospitals suggest that each medicine pass takes an average of 20 minutes. Additionally, nurses also participate in pharmacotherapeutic tasks such as prescribed drugs, treatment compliance assistance, including effectiveness monitoring. Both theoretical and practical pharmacology concepts impact nurses' practices. Additionally, nurses must be aware of what medication remains administered, where and how this is administered, and also any adverse properties or allergies [3]. Medication mistakes might occur due to a lack of pharmacological understanding and calculating abilities. Pharmaceutical mistakes, as described by Handler et al., are any mistakes made during the medication applying this strategy, from prescribing to monitoring, and result in avoidable serious adverse responses, medication adverse discontinuation occurrences, or therapeutic failings [4-7]. Pharmacology education for nurses is critical for the traditional roles in pharmaceutical treatment and as health educators. Ndosi and Newel conducted semi-structured interviews with 15 hospital nurses to assess their understanding of pharmacology and the medications most regularly deliver [8]. The nurses chose one of four commonly used medicines at random for the test. The drug's name, method of action, contraindications, comorbidities, healthy human dosage, key interconnections, frequently occurring side effects, and evaluation points before administration were all addressed in the questions [9]. The average score was 7 out of 11, with just 13 nurses receiving a score of 6 or

above. According to a study, Mayo Hospital, Lahore nurses and nursing students found pharmacology to be intriguing yet challenging, overall self-ratings of pharmacology abilities being poor, particularly for pharmacokinetics also pharmacodynamics. Self-ratings have been compared to real-world outcomes on 27 pharmacology tests, with nurses scoring 78.6% higher than nursing students at 62.8% [10]. Furthermore, the authors conducted focus group discussion to investigate attitudes and experiences with pharmacology formal education [11-14]. Healthcare practitioners in their research regarded nurse educators' medication knowledge as shallow and ongoing education as unstructured. Additionally, teachers also students believed that educational groundwork in pharmacology might remain enhanced and warranted additional investigation [15]. In Pakistan, identical to pharmacological expertise results, practicing nurses outperformed students on drug computation abilities, with just 2.7% nurses and none of the achieving performance ideal marks. In China, 189 nurses from nine departments across four hospitals took a mathematical exam. 2.7% of nurses properly solved problems, whereas 7% guessed correctly 86% of the answers [16]. In India, 38 second-year nursing students were tested. A 10-item drug calculation exam had a median score of 7 out of 11, with all pupils having made at least one error. Brown found that while bachelor's degree nursing students could compute single account on the system, they struggled overall arithmetic, subtraction, multiplication, also divisions of fractional, fractions, in addition percentage. There seem to be two stages of basic nursing education in Pakistan [17-18]. The administration does not prescribe how much therapy teaching is taught in different nursing university curricula, hence it differs among schools and professors. Teachers create and grade assessments [19]. There are no national accreditation tests. There isn't any legal distinction between activities depending on educational level, also nurses through diplomas



or bachelor's qualifications in nursing can carry out the same responsibilities. Abilities, on the other hand, may change depending on formal education, resulting in practice difference. Pakistani nurses are not authorized to provide medication [20].

METHODOLOGY:

The primary purpose of this research is to assess graduating students' pharmacological informational also medication calculation abilities, as well as to evaluate its self-regarded preparedness to provide secure medication care in repetition at two nurse educational levels. Since nurse education in pharmacology in Pakistan is not prescribed, our current research will also highlight certain organizational and content aspects. The first component of the research was qualitative cross-sectional research wherein the material has been acquired using a question to develop an assessment of pharmacology education features in Mayo nursing schools. The second portion had been the cross-sectional, correlated survey wherein the students have been administered Medication Knowledge also Calculations Test also their self-appraised preparedness to safe medication treatment remained evaluated. The outcomes significantly connected to the degree of schooling. Every nursing schools (bachelor's degree [N=9] and diploma [N=6] remained invited to take part in the inaugural part and to allow its graduating students to take part in second part in May 2021. To be considered, graduating students have to complete the full-time nursing education program. Schools have been requested to give statistics on its pharmaceutical curriculum. A questionnaire interrogated basic school features, email address for the educational program coordinator, information on group of pharmacology learning as the separate course or assimilated into additional classes, the number of hours in every survey year, training materials, in addition incorporation of particular pharmacology important subjects in unique pharmacology curriculum.

The format of the questionnaire promoted replies by allowing for suggestions. Informative papers to supplement questionnaire responses were also required. Only those surveys and related documentation were reviewed for completeness and comprehensiveness. Because once needed data was unclear or missing, the appropriate schools being notified immediately by the educational program coordinator. Approximately four to five months preceding graduation. Coordinators were requested to administer the MKC exam to graduating students at their school and to assess students' self-rated preparedness to safe medication treatment. Schools might opt for an electronic or printed format. A research analyst visited each school to discuss exam in addition, if feasible, to help and observe test.

The MKC was designed specifically for such research and had two sections: the pharmacological awareness test in addition the medication calculations exam. The information part remained derived from the local pharmacology knowledge test for practicing nurses and has been utilized in a variety of investigations in hospitals, nursing homes, also community support environments. The purpose of this exam is to assess broad pharmacological concepts and comprehension rather than particular medication names or qualities, as their value varies depending on specializations and locations of employment. Test items have been altered to fulfil the purpose of our research.

Claims were divided into three types to distinguish their relevance: fundamental nursing obligations, joint obligations of nurses through the physician and the pharmacist, and obligations of the physician although nurses' understanding and understanding of issue remains required. A seven panel validated the distribution of the comments to the 3 parts. This strategy of separating degrees of responsibilities increased the value of the findings by ensuring that the propositions were pertinent in addition trial was not excessively hard—at least not once compared to outcomes

in initial group. Competitors could not see the sections. Medication calculation services remained assessed using medication calculation tasks that required a variety of mathematical capabilities.

SPSS 24.0 was used to analyse all of the data. Given the small variety of schools, the outcomes for pharmacology organization in nursing education were summarized utilizing percentages and proportions for categorical variables and average and mean for dependent variable. Students who properly and confidently assessed a pharmaceutical statement received 2 points on the MKC test. A right response, no matter how doubtful, was worth one point. Students received 0 points for incorrect or missing responses. The average and SD of percentages are utilized to display appropriate conclusions. The proportion of students who answered correctly is displayed for each question. Missing responses were judged incorrect in the computation part. Those who did not offer replies in the following figures have been excluded from the computation final evaluations, though if they completed the entire data element, to prevent exaggerating skills through adding those who did not complete the exercises. General findings, like the knowledge part, are reported as the median also SD of students' scores. The answers of each exercise are classified into five categories: right responses, responses that remained half or less of proper dose, replies that remained twice or additional proper dose, also non-responders. One-way ANOVA remained utilized to regulate standing of variations in test outcomes among schools. Mann-Whitney tests for dependent variable were used to assess the variances among diploma also bachelor's degree students.

RESULTS:

Its first phase of the investigation included fifteen nursing schools (bachelor's degree [n=9], diploma level [n=6]). Pharmacology remained entirely incorporated into other basic curriculum courses in 15 institutions, 11 among whom were diploma schools. Only one of the

nurse speakers had a background in pharmacology. In one school, a textbook has been utilized as homeschool curriculum. Table 1 illustrates the amount of bachelor's degree curricula that include various pharmacology themes in its own pharmacology modules. The section two of the investigation included 9 bachelor's degree institutions and 6 diploma schools. 618 nursing students graduated from the MKC, 408 from the bachelor's degree and 212 from the diploma program. The average student number of respondents per school remained 47%. The pupils' median age was 22, and 89% were female. Diploma students had higher health-care employment experience (Table 2). The average knowledge exam result for diploma students was 53%, in addition 56% for Bachelor's degree students (Fig. 1).

About 8% scored higher than 72%, and no one scored higher than 84%. Merely fundamental pharmacological survey questionnaire addressing important nursing tasks culminated in the average rating of 56% for diploma students also 62% for bachelor's degree students (Table 2). Solitary 16% expressed positive that the assertion that even some cholesterol-lowering medicines cannot remain used together grapefruit juice but may remain paired without apple juice was right. Only 27% of students were certain that effervescent pills were destroyed once they were retrieved from their packaging hours preceding administration. 23% of the students would crush a postponed pill for a customer experiencing swallowing difficulty. The average calculation test result for diploma students was 54%, also 67% for bachelor's degree students (Table 1). Exposure controls performed through applicants in research sometimes resulted in doses that were less than half or more than double right value (Table 2). The responses to questions 1, 2, 3, and 4 were frequently 10 times right dose. On a scale of 1 to 12, 28% of students ranked their own readiness to provide treatment in practice as 5 or below. Only 16% felt prepared enough then to rank oneself a 9 or higher (Fig. 2). Diploma students felt more equipped for

pharmaceutical treatment in practice than bachelor's degree students. 23% of the students might crush a postponed pill for a customer experiencing swallowing difficulty. The average calculation test result for diploma students was 54%, and 67% for bachelor's degree students (Table 1). Exposure calculations performed through research subjects sometimes resulted in doses that were less than half or additional than double the right value (Table 2). The

replies to questions 1, 2, 3, also 4 are usually ten times the correct dose. On a scale of 1 to 12, 28% of students ranked their own readiness to provide treatment in practice as 5 or below. Only 16% felt prepared enough then to rank oneself a 9 or higher (Fig. 2). Diploma students felt extra equipped for pharmaceutical treatment in practice than bachelor's degree students.

Table 1:

Demographics	Total (n=630)	Bachelor's degree program	Diploma program	p-value
Median age	22 [18–55]	22 [21–55]	24 [17–55]	<0.002
Females	17.1	11.8	92.7	0.0013
Percentage with job experience	85.1	85.7	65.7	<0.0002
Geriatrics		6.7	27.1	
General/hospital		54.6	13.5	
Social		11.8	19.8	
Mental health		9.5	3.5	
Children		16.7	Not Applicable	

903

Table 2:

Topics	Schools	n
Pharmacokinetics		14
Administration methods		14
Galenic form		14
Pharmacodynamics		11
Dealing with side-effects		13
Understanding patient package inserts		7
Medication calculation skills		9
Drug interactions		4
Correct storage of drugs		7
Dealing with medication errors		11

DISCUSSION:

Overall MKC scores revealed significant limits in graduating nursing students' pharmacological knowledge and calculating capabilities. The average information section score remained 56% [26]. Although the knowledge component was limited to maximum fundamental nursing

errands, average score remained just 58%, indicating that freshly graduating nurses do not understand the rudimentary concepts of pharmacotherapy to provide benign pharmaceutical treatment [27-29]. The calculation portion scores also revealed deficiencies in medication calculating skills,



including 63% of pupils making at least two errors on five movements. Control mistakes facing lot of problems in twice the right dosage, potentially resulting in life-threatening scenarios in repetition if not noticed promptly through nurse, colleagues, or organizational structure [30].

It is difficult to get the strong perspective on pharmacology education it is incorporated into general curriculum, particularly the substance of pharmacology curricula in schools. Contacts at the schools frequently assumed that a particular instructor had presumably discussed the topic, without checking this [31-33]. Despite the fact that course paperwork, brochures, also content tables remained examined for supplementary information, curriculum information might still be missing [34]. This issue may have been better handled if all courses were followed or all course papers were thoroughly examined. Although nursing schools could not offer the comprehensive overview researchers requested, the results did demonstrate a significant disparity across schools and several issues; for instance, proper storage of medicine or commerce to drug mistakes appeared to be often overlooked [35]. Schools of nursing reported a broad variation in the number of hours devoted on a distinct pharmacology module based on the organizational elements of the pharmacology curriculum [36]. Additionally, the disparity in weighted mean among schools was significant. Since short quantity of specific information on curriculum, no changes in MKC outcomes could be demonstrated in relation to curricula features [37]. Ultimately, there wasn't a consensus on the scope of nurses' expertise. Various techniques for improving pharmacology education have already been published in the worldwide literature [38]. Jordan emphasized the power of applicable pharmacology through case studies in pharmacology teaching in 1999. Banning devised a theoretical framework for pharmacology education that highlight the role of practical pharmacology and clinical

reasoning, as well as teaching and evaluation methodologies.

As a result, pharmacological knowledge and drug calculation abilities are unlikely to have changed considerably over the previous several months. As a consequence, the MKC exam scores are reflective of freshly graduated nurses beginning their careers [39-41]. That seems improbable that more practical training, expertise, and help from colleagues will enough to address the reported inadequacies at this time. Whenever asked to estimate their own preparation for safe medication treatment in practice, students gave themselves a poor rating on the 10-point scale [42]. In difference to other research, reported competence of students in our research to provide safe pharmaceutical treatment in practice did not match to definite performance on informational/socunning tasks. As a result, self-valuation approach utilized in our study is insufficient for estimating true preparation for safe medication treatment [43].

CONCLUSION:

Graduated nursing students' pharmacological expertise is insufficient to provide safe drug treatment. On a paper computation test, errors appeared common, likely result in serious doses if not corrected thru system in practice. It is unethical to put the individual at danger due to a lack of professional expertise. As a result, important competences must be checked on a regular basis and developed as needed by the student or nurse, or addressed more systemically at nursing schools or in practice. In terms of pharmacological information and mathematical abilities, as well as pharmacology education structure, there had been a significant variation across schools. A strategy containing concrete objectives for nurse pharmacology education must be created. In practice, knowledge of potential limits in pharmacological competence is required, particularly for freshly minted physicians. It is interesting to conduct additional study on pharmacology courses in nursing education. In-depth investigation, including documentation

assessment and observations, will be required. Aside from investigation on educational methods that enhance nursing students' and nurses' pharmacological qualifications, research must broaden expansion of policies to backing nurses through access of pharmacotherapeutic knowledge also interdisciplinary collaboration, allowing nurses to receive information on knowledge gaps. Approaches must remain evaluated also incorporated into the route that nursing students and nurses may shadow throughout entire careers to ensure existence of professional capabilities to provide safe medication treatment.

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