

Reel Learning in Action: Strengthening Medication Administration Skills through Video-Based Deliberate Practice

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INTRODUCTION/BACKGROUND

- Faculty observed deficient injectable medication preparation skills in senior nursing students
- Students lacked follow-up practice after initial medication training
- Literature supports that increased practice and video self-recordings improve communication, clinical skills, and reveal areas for remediation (Yoo & Yoo, 2010; Sterling-Fox et al., 2020)
- Video assignment designed to motivate students to engage in independent skills practice

PROBLEM/GAP

- Practice gap in nursing students' confidence and proficiency in medication administration in the clinical setting (Craig et al., 2021)
- Students struggle with medication preparation and administration processes
- Lack of motivation to engage in independent practice contributes to skill deficits
- Nursing students must be proficient in safe and effective medication administration (World Health Organization, 2010)

Assessing clinical skills
through **video**
submission motivates
students to refine
their technique through
repeated practice.



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References



TARGET POPULATION

- Senior-level, 4-year baccalaureate nursing students in skills lab setting

PROJECT DESCRIPTION

- Students recorded medication preparation using a checklist during deliberate practice
- Multiple recordings helped refine skills through repetition and self-evaluation
- Repetitive practice enabled feedback and technique improvement

OUTCOMES/EVALUATION

- Faculty gathered anecdotal feedback
- Students reported increased confidence, improved understanding of procedure and safety, and credited repetitive practice for their growth

DISCUSSION/CONCLUSION

- Project bridges theory with practical skill application to prepare students for real-world clinical settings
- Promotes safe and effective medication administration using repetition to improve hands-on learning